DOCUMENT RESUME

ED 118 180 JC 760 106

AUTHOR	Kessman, Maurice
TITLE	Survey of Former Loop College Students; How 1,081 Former Students View Loop College. Student Follow-Up Research Project. Report 73-472.
INSTITUTION	Chicago City Colleges, Ill. Loop Coll.
REPORT NO	OPRE-73-472
PUB DATE	16 Oct 75
NOTE	91p.; Some appendixes may reproduce badly
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS	College Graduates; *Dropout Characteristics; Educational Objectives; *Followup Studies; Junior Colleges; *Junior College Students; Participant Satisfaction; *Student Attitudes; *Withdrawal
IDENTIFIERS	Loop College

ABSTRACT

Of the 10,402 students enrolled at Loop College (Chicago) in fall 1972, 4,529 did not return in spring 1973. In October 1973, a questionnaire was sent to all of the nonreturning students. Nonreturning students were divided into two categories: (1) 274, or 3 percent of the total enrollment, did not return because they graduated; (2) 4,255, or 41 percent of the total enrollment, did not graduate and did not return. By July 1974, 139 (51 percent) of the graduates, and 942 (22 percent) of the nongraduate had responded, a 24 percent response rate overall. This study presents detailed analyses of student responses in 27 tables, 9 diagrams, 6 appendices, and 6 supplements. Some of the conclusions derived from the data include: (1) Almost two-thirds of the students thought they had achieved their stated purpose at Loop. (2) About two-thirds of those in attendance at other schools said that they were adequately prepared at Loop. (3) Approximately 24 percent of the employed students said they received preparation at Loop for their present jobs, and 26 percent of the unemployed were looking for a job for which they received preparation at Loop. (4) Nearly 76 percent were satisfied with the quality of education at Loop. (5) Most withdrawals were for stated reasons over which the College had little or no control. (Author/NHM)

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City Colleges of Chicago
THE LOOP COLLEGE

STUDENT FOLLOW-UP RESEARCH PROJECT

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SURVEY OF FORMER LOOP COLLEGE STUDENTS

HOW 1,081 FORMER STUDENTS VIEW LOOP COLLEGE

What Do We Know About the Opinions, Attitudes, Purposes and Accomplishments of Students Who Were Enrolled in Fall 1972 but Did Not Return the Following Semester?

MAURICE KESSMAN, DIRECTOR
OFFICE OF PLANNING, RESEARCH AND EVALUATION

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OPRE: 10-16-75

73-472

PREFACE

The Office of Planning, Research and Evaluation has initiated a major Student Follow-up Research Project, a continuing and comprehensive Loop College effort which includes longitudinal component studies of intra-semester, end-of-semester, and inter-semester student retention and effectiveness, and follow-ups of graduated, transferred and other individual students and student groups.

The intra-semester component enables the College to identify and study, at the time of their withdrawal, all students who withdraw from one or more classes or from a curriculum during a given semester. It is designed to follow the progress and achievement of individual students while they are enrolled, i.e., while they are still at the College and while there may still be time to help and retain them.

The end-of-semester component is designed as a planning tool to provide basic statistical information on initial and final enrollments and on student retention and effectiveness in each class section and for all courses and programs. It includes data and analyses of maximum class size or assigned capacity; of the utilization of Loop's full enrollment potential; of the College's utilization of its net assignable space for instruction; of final grade distributions and other student achievements.

The inter-semester component, of which this survey is an example, identifies and follows students who were enrolled in a semester but did not return for the next one. Students who return to Loop after being out for one or more semesters will also be studied in this component, as well as those who do not intend to continue their education.

Special follow-up studies are designed to discover what is happening to students after they leave the College. For example, what are students accomplishing after they complete a specific degree or certificate program or even one course; after they transfer to another school; after they take a job or seek employment; and, to what extent has Loop contributed to their progress?

ACKNOWLEDGEMENTS

Many people assisted me in this study of process and progress. I am especially grateful to David H. Heller, President of The Loop College, Gwendolyn Dean, research assistant, Francine McTeer, Herbert Kalk, Arlyn Miner and Richard Sharer. However, the Office of Planning, Research and Evaluation assumes full responsibility for the report and for all of its data, analyses and opinions.

Computing services used in this research were provided by United Systems, Glenview, Illinois, and by the Computer Center of the University of Illinois at Chicago Circle. Their assistance is gratefully acknowledged and appreciated.

Maurice Kessman
Director
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Research and Evaluation

City Colleges of Chicago
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ABSTRACT

A follow-up survey, which is part of Loop College's continuing and comprehensive Student Follow-up Research Project, was planned to contribute toward a better understanding of Loop College students and their educational and career objectives. The survey was designed to help the College meet the needs of the individual student and to be useful for improving retention and the effectiveness of the College's instruction, programs and services.

Of the 10,402 students initially enrolled in Fall 1972, a total of 4,529 were identified through the Registrar's records as students who did not return in Spring 1973. Two hundred and seventy-four, or 3% of the total enrollment, did not return because they graduated at the end of the Fall 1972 semester. However, 4,255 of those who did not return, or 41% of the total initial enrollment, did not graduate. This is a significant inter-semester attrition.

In October 1973, a uniform questionnaire was sent to all 4,529 of these former students. The goal was to reach as many of them as possible for their honest opinions and attitudes toward Loop College; for information about some of their basic characteristics; for the purposes for which they attended the College; for a brief report on their accomplishments; for their own explanations for leaving and not returning.

To those who did not respond, a second request was mailed six weeks later. By July 15, 1974, 942, or over 22% of the non-graduated, and 139, or almost 51% of the graduated, a total of 1,081, or nearly 24% of the total mailing, had responded. This was the first time a study of this nature and scope was ever attempted at Loop College.

In answer to the fundamental questions raised, the study presents detailed analyses of student responses in twenty-seven tables, nine diagrams, six appendices and six supplements. The following are some of the main conclusions derived from the data:

1. Almost two-thirds of the students said they achieved their stated purpose or "succeeded" at Loop. The College considers this one of the most important indicators of its own "success."

2. About two-thirds of those who were in attendance at other schools said that they were adequately prepared at Loop. Many, however, stated in one way or another that there should be greater articulation for transfer between the educational programs at Loop and those of four-year institutions.

3. Approximately 24% of the employed students said they received preparation at Loop for their present job; and 26% of the unemployed were looking for a job for which they had received preparation at Loop. Students suggested in their responses the necessity for an expansion of Loop's career counseling and job placement programs.

4. Nearly 76% stated their satisfaction with the quality of education they received at Loop College.

5. More than 96% were satisfied with their overall experience at Loop to a degree ranging from fair to excellent; and almost 70% of the students rated their experience as good to excellent. Sixty-three percent of the write-in comments about the general atmosphere of the College were positive, and they very frequently included specific commendations for the faculty.

6. The non-graduated, for the most part, tended to withdraw during the first three semesters and did not accumulate many credits. A related study is introduced to indicate a current trend at Loop College toward rapid and large increases in part-time enrollment--from a part-time day enrollment of 44% in Fall 1970 to 81% in Fall 1974. Evening part-time enrollment has remained relatively stable--at approximately 95%. Equivalent full-time enrollment has been decreasing during this period.

7. The data confirms the results of other Loop studies indicating that most withdrawals are for stated reasons over which the College has little or no control. Further studies are indicated to redefine attrition for Loop College, to develop effective methods for ascertaining the true reasons students leave the College, what they will require to be able to stay in college and, specifically, to determine what can be done to understand and minimize the causes of unnecessary attrition.

8. Although most respondents placed a high value on the negligible tuition, many indicated a need for adequate financial aid, more academic counseling and for other supportive services that would help keep them in school.

9. In spite of their strong negative reaction to the physical plant, nearly 90% of the students responded positively about the convenience of the College's location.

10. The relatively large number of questionnaires returned, the substantial number of students who showed interest in the new alumni association, the almost 93% who would recommend Loop College to others who might be considering attending and the significant number who said they planned to return or considered themselves only "stopouts"--all seem to signify a high level of continuing interest in the College on the part of former students.

SURVEY OF FORMER LOOP COLLEGE STUDENTS

HOW 1,081 FORMER STUDENTS VIEW LOOP COLLEGE

What Do We Know About the Opinions, Attitudes, Purposes and Accomplishments of Students Who Were Enrolled in Fall 1972 but Did Not Return the Following Semester?

TABLE OF CONTENTS

LIST OF TABLES

LISTS OF DIAGRAMS, APPENDICES AND SUPPLEMENTS

SURVEY OF FORMER LOOP COLLEGE STUDENTS

HOW 1,081 FORMER STUDENTS VIEW LOOP COLLEGE

What Do We Know About the Opinions, Attitudes, Purposes and Accomplishments of Students Who Were Enrolled in Fall 1972 but Did Not Return the Following Semester?

TABLE OF CONTENTS

		Page
I.	Introduction and Background	1
II.	Summary of Findings	3
	Question Set I: Purpose and Achievement at Loop College	3
	What were the purposes for which students enrolled at Loop College (Q5)? To what extent did they accomplish their purpose (Q6.1)? How many semesters were they enrolled before Fall 1972 (Q2)? How many credit-hours did they complete at Loop (Q4)? What is the highest degree they have attained to date (Q8)?	
	A. Students' Statements of Purposes and Achievements	
	B. Semesters Enrolled, Course Loads, and Degrees Earned	
	Question Set II: Present Accomplishments	6
	After leaving Loop College, what are these students doing now (Q11)? Are they working (Q9)? If so, are they working at jobs for which they received preparation at Loop (Q10.1)? Is their present work related to their long-range career objectives (Q10.2)? If not employed, what are they doing (Q11)? Are they looking for a job for which they received preparation at Loop (Q11.2)? Do they need help in finding a job (Q11.3)?	

TABLE OF CONTENTS (CONTINUED)

Page

Are they planning to attend or are they already enrolled in another school (Q12.2, 13.2 and 13.3)? If so, does the program in which they were enrolled at Loop have anything to do with their present major (13.6)? Which schools are they planning to attend and which schools are they actually attending now (Q12.1 and 13)? To what extent were they able to transfer their Loop credits (13.5)?

C. Student Employment

D. Further Educational Experiences

Question Set III: Evaluation of the Loop College Experience

How do former students view and judge the value of their experience at Loop College (Q14)? What did they like best or least about the College (Q15 and 16)? Would they recommend Loop to others (Q19.1)? Are they themselves planning to return to Loop (Q12)? Are they interested in receiving information about the Loop College Alumni Association, i.e., are they interested in maintaining a "long-term" contact with the College (Q18)? Have they any additional comments about their educational experiences at Loop College, pro or con, including suggestions as to how the programs, courses and instruction might be improved (Q19)? Have they any pertinent views about themselves, their job, promotions, scholastic and other achievements (Q20)?

E. Values and Experiences

F. Academic and Non-academic Concerns

III. Conclusions 10

LIST OF TABLES

			Page
I.	Distribution of survey questionnaires mailed and returned.		2
II.	Question 5:	What was your main purpose for attending Loop College?	12
III.	Question 6:	Did you achieve your stated purpose?	13
IV.	Questions 5 and 6:	Analysis of purposes for which former students attended Loop College, by achievement.	14
IV-A.	Question 6 vs. 12, 12.2, 13.2, 13.3, 13.6, 14, and 19.1	Analysis of student achievement, by educational plans, transfer-out enrollment and evaluation of Loop experience.	24
V.	Question 6.1:	If you did not achieve your purpose, please explain? A content analysis, by category, of write-in responses. A. Academic explanations B. Difficulties or conflicts caused by combining study and work; and other related interruptions, interferences and disappointments C. Non-academic and other explanations D. Stopouts E. Dropouts	26
VI.	Question 2:	How many semesters were you enrolled in Loop College before Fall 1972?	28
VII.	Question 4:	How many credit hours have you completed at Loop College?	29
VIII.	Question 8:	What is the highest academic degree you have attained to date?	30
IX.	Question 9:	Are you working at present?	31
X.	Question 10:	Are you employed part-time or full-time?	31
XI.	Question 10.1:	If employed, are you working at a job for which you received preparation at Loop College?	32
XII.	Question 10.2:	If employed, is your work related to you long-range career goals?	32

LIST OF TABLES (CONT'D)

			Page
XIII.	Question 11:	If you are not employed, what are you doing now?	33
XIV.	Question 11.2:	If you are not employed, are you looking for a job for which you received preparation at Loop?	33
XV.	Question 11.3:	Do you need help in finding a job?	34
XVI.	Question 12.2:	Are you planning to attend another school?	35
XVII.	Question 13.4:	If you are attending another school at present, how many Loop College credit hours were you able to transfer?	36
XVIII.	Question 13.6:	If you are now attending another school, does the program in which you were enrolled at Loop have anything to do with your present major?	37
XIX.	Question 13.2:	If you are attending school at the present time, are you enrolled part-time or full-time?	38
XX.	Question 13.3:	If you are attending school at the present time, are you enrolled in the day or evening?	38
XXI.	Questions 12.3 and 13:	Summary of schools former students are planning to attend or are now attending.	39
XXII.	Question 14:	How would you judge the value of your experience at Loop College?	42
XXIII.	Questions 15 and 16:	What did you like best or least about Loop? A content analysis, by category, of positive and negative write-in responses.	43
XXIV.	Question 19.1:	Would you recommend Loop College to others who might be considering attending?	46
XXV.	Question 12:	Are you planning to return to Loop College?	46
XXVI.	Question 18:	Would you like to receive information about the new Loop College Alumni Association?	47

LIST OF DIAGRAMS

		Page
I.	Distribution Diagram: Why former students attended Loop College, by purpose (Question 5).	15
II.	Distribution Diagrams: Specific purposes for which former students attended Loop College and the extent to which they achieved these purposes (Questions 5 and 6).	
	A. Individual courses for self-improvement and enrichment only	16
	B. Individual courses for improvement of job skills	17
	C. Completion of a 2-yr. degree program for transfer to a 4-yr. college or university	18
	D. Course credits only in preparation for transfer to a 4-yr. college or university	19
	E. Completion of a 2-yr. occupational degree program	20
	F. Completion of a specific certificate program of one year or less	21
	G. Took courses at Loop College, while enrolled in another college	22
	H. Already a college graduate but took courses at Loop College for a special purpose	23

APPENDIXES

I.	Sample copy of questionnaire: Survey of Former Loop College Students for 1972-73.	49
II.	Sampling of statements by former students about their educational experiences at Loop College, their purposes, accomplishments, and suggestions as to how programs, courses and instruction might be improved. A content analysis of write-in responses (Questions 19 and 20).	54
	A. Non-graduated	
	B. Graduated	
III.	Summary of the reasons students who were enrolled in nine or more hours gave for complete withdrawal from Loop College, during terminal counseling interviews.	59
IV.	Note on Profiles of the Fall 1972 Loop College Graduated and Non-Graduated Students	61
V.	Sample copy of questionnaire: Student Self-Study and Curriculum Survey, Fall 1972.	62
VI.	Trends in full-time/part-time, day/evening and equivalent full-time enrollment at Loop College, 1970-71 through 1974-75.	66

SUPPLEMENTS*

I. Completed Survey Questionnaires, Reference Volumes 1-6: Original Non-Graduated Student Forms Returned

II. Completed Survey Questionnaires, Reference Volume 7: Original Graduated Student Forms Returned

III. Completed Analyses of Individual Survey Write-In Responses: Questions 5,6,8,11,12,13,15,16,17,19 and 20 (72-386)

A. Non-Graduated Students (72-386.1)
B. Graduated Students (72-386.2)

IV. Student Profiles

A. Profile of Non-Graduated Follow-up Students Based on the Survey of Former Loop College Students, 1972-73 (73-472.3)

B. Profile of Follow-up Students Who Graduated, Based on the Survey of Former Loop College Students, 1972-73 (73-472.4)

C. Profile of Non-Graduated Follow-up Students, Based on the Student Self-Study and Curriculum Survey, Fall 1972 (73-472.1)

D. Profile of Follow-up Students Who Graduated, Based on the Student Self-Study and Curriculum Survey, Fall 1972 (73-472.2)

V. Reference Data: Detailed Analyses of Individual Responses of Non-Graduated and Graduated Students and Questionnaire Response Analysis Keys for:

A. Survey of Former Loop College Students Questionnaire, 1972-73 (73-472.6)

B. Student Self-Study and Curriculum Survey Questionnaire, Fall 1972 (73-472.5)

VI. Reference Data: Original Computer Printout Files

*Available in the Office of Planning, Research and Evaluation

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MAURICE KESSMAN, DIRECTOR
OFFICE OF PLANNING, RESEARCH AND EVALUATION

I. Introduction and Background

In October 1973, as part of Loop College's continuing and comprehensive Student Follow-up Research Project, the Office of Planning, Research and Evaluation mailed out a survey questionnaire to 4,529 Loop College students, who were identified through the Registrar's records as having been enrolled in the Fall 1972 semester, but did not return in Spring 1973 because they graduated or withdrew. Of this group, 274 or 3% of the total Fall 1972 initial enrollment of 10,402 did not return because they were graduated and 5,255, or 41% of the full initial enrollment, did not return for other reasons, a significant inter-semester attrition. Students who withdrew could have completed the Fall 1972 semester without returning the following semester or else could have withdrawn at some time during that semester. After six weeks, a second mailing was sent to all of those who had not returned their questionnaire by then. The questionnaire form (Appendix I, p. 49) was designed so that it could serve to obtain the responses of both graduated and non-graduated students.

The study was not based on formal scientific sampling techniques. The attempt was simply to collect as many returns as possible, i.e, to reach as many of these former students as possible for their honest opinions and attitudes toward Loop College; for information about some of their basic characteristics; for the purposes for which they attended the College; for their accomplishments; for their explanations for leaving and not returning. This was the first time a study of this nature and scope was ever attempted at Loop College. It was intended that the results be useful toward a better understanding of Loop College students and their educational and career objectives and for improving the effectiveness of the College's instruction, programs and services in meeting the needs of the individual student. The study should also serve as a step toward finding reasons for unnecessary attrition: To what extent are present levels of withdrawal to be expected or "natural," considering the purposes for which students enroll in the College?

A total of 1,081, or 23.86% of the full mailing had responded by July 15, 1974: 139, or 50.72% of those who graduated, and 942, or 22.13% of those who did not graduate. Summary Table I, p. 2a, shows the distributions of questionnaires that were mailed and returned. The percentage of returns received is considered excellent for this type of survey.

II. Summary of Findings

The survey sought responses from former students about their purposes, values, and achievements; their Loop College experience; and their present accomplishments. Both direct and indirect (write-in) responses were analyzed under three sets of questions.

Question Set I: Purpose and Achievement at Loop College.

What were the purposes for which students enrolled at Loop College (Q5)? To what extent did they accomplish their purpose (Q6)? What explanations do they give for not accomplishing their purpose (Q6.1)? How many semesters were they enrolled before Fall 1972 (Q2)? How many credit-hours did they complete at Loop (Q4)? What is the highest degree they have attained to date (Q8)?

This first group of questions was primarily designed to elicit information from former students about the main purpose for which they enrolled in the College and to what extent they believe they achieved their purpose.

A. Students' Statements of Purposes and Achievements

Direct responses to Question 5 were analyzed for eight specific purposes. A ninth response permitted the students to identify and explain other, unspecified purposes in writing. These write-in or indirect responses are analyzed in detail elsewhere (See Supplement III). Table II, p. 12 shows the distribution, among the nine categories, of a total of 1,026 valid responses to this question.

Close to 86% of the graduated students who responded have the completion of a two-year program as their main purpose: 76% for transfer to a four-year college and nearly 10% for an occupational degree (Responses 3 and 5). Fewer than 27% of those who did not graduate said that they wished to complete a two-year program. Of these, only 18.6% wanted to complete a transfer degree program and about 8% expected to earn an occupational degree. Over 34% of the combined total who responded to Question 5 planned to complete a two-year program.

When asked whether they achieved their stated purpose (Question 6), almost 64% of the total of 1,027 respondents answered "Yes" and about 36% "No" (Table III, p. 13). Comparing the responses of the graduated and non-graduated students, almost 93% of the total graduated and over 59% of the total non-graduated believed that they

TABLE I

DISTRIBUTION OF SURVEY QUESTIONNAIRES
MAILED AND RETURNED

	Number Mailed	Number and Percent Returned	
		No.	%
Non-Graduated	4,255	942	22.13
Graduated	274	139	50.72
Total	4,529	1,081	23.86

Note: A total of 912 questionnaires or 20.14% of the total number mailed were returned to the College by the post office because the students left no forwarding address: 78 of these were graduated and 834 non-graduated. They are not included in Table I.

achieved their goal while at Loop. The study was taken a step further to determine the extent to which these students realized their goal within each one of the specified purposes (Questions 5 and 6). This analysis is shown in Table IV, p. 14. Distribution Diagrams I and IIA-H, pp.15-23, have also been prepared from Table IV data, for each purpose, to show graphically how the students responded to both Questions 5 and 6.

Table IV-A, pp. 24-25, presents still other follow-up dimensions for an analysis of the achievements of former students: subsequent educational plans, transfer-out enrollments and personal evaluations of the Loop College experience (Question 6.0 versus Questions 12.0,12.2, 13.2, 13.3, 13.6, 14.0 and 19.1). For example, the total number of valid responses of the non-graduated to both Questions 6 and 14 combined was 836, or 89% of the total of 942 non-graduated students who returned questionnaires. Of these, the 495 who said they achieved their stated purpose at Loop also rated their experience at the College as follows: 123, or almost 25%, judged it excellent; 241, or 49%, good; 90, or 18% average; 41, or 8%, thought their experience was below average. Of the 341 non-graduated who responded to both questions but said they did not achieve their stated purpose, 65, or 19%, still rated their experience as excellent; 139, or 41%, good; 65, or 19%, average; and 72, or 21%, below average.

Also, there were 790 valid, non-graduated responses to both Questions 6 and 19.1 combined, or 84% of the total of non-graduated questionnaires returned. Of the 459 of those who achieved their purpose, 432, or 94%, would recommend Loop to others and 27, or 6%, would not. Even more interesting, of the 331 non-graduates who did not achieve their purpose here, 296, or about 90%, would still recommend Loop to others. Ninety-two valid responses of the graduated students who achieved their purpose and answered Question 12.2 are included in Table IV-A. Over 79% of this total planned to continue their education at another school (Questions 6.0 and 12.2). Of the graduates who reported that they were enrolled at other schools, 63 of a total of 81, or 78%, were going full-time and 50 of 70, or over 71%, of the total were attending during the day (Questions 6.0, 13.2, and 13.3). Also, over 31% of the graduated who achieved their purpose regarded their experience at Loop as excellent; about 51% as good; 16% as average; and less than 2% as below average (Questions 6.0 and 14.0). Of the ten graduates who said they did not achieve their purpose, only one, or 10%, thought the experience was below average, however, 100% of the graduated in this same category would recommend Loop to others (Questions 6.0, 14.0 and 19.1).

A last example of the kind of information contained in Table IV-A: Considering a total of 319 non-graduated students who did not achieve their purpose, 225, or almost 71%, said they were planning to return to Loop College. This surprisingly large percentage would seem to indicate that although these students did not reach their objective they did not leave school because they were dissatisfied with the College (Questions 6.0 and 12.0). This interpretation is further supported by the data that almost 79% of the non-graduates who did not achieve their

purpose found their experience at Loop to be average or better (Questions 6.0 and 14.0) and that almost 90% of the non-achievers would recommend this College to others who might be planning to attend (Questions 6.0 and 19.1). The nature of transient-type enrollment at Loop College, which is also relevant here, is discussed elsewhere (See Section B, below).

A content analysis was then made of the write-in explanations given by 368 students for not achieving their purpose (Question 6.1). This analysis has been summarized in Table V, pp. 26-27, under five categories: academic explanations, which accounted for 14.1% of the responses; difficulties or conflicts caused by combining study and work, which accounted for 17.4%; non-academic and other explanations, which accounted for 29.6%; almost 32%, who implied they were only stopouts: and, it is significant that 27 of the 368, or only a little over 7% of the total, actually called themselves dropouts. This part of the analysis confirms the results of other Loop studies that most withdrawals are for reasons over which the college has little or no control (See Appendix III, pp. 59-60).

From the set of Tables II, III, IV, IVA and V and from the graphic presentations, Diagrams I and IIA-H, we should be able to develop a good picture, in some depth, as to what these Loop College students believed were their own goals and achievements.

Numerical differences among the totals in Tables I-IV are accounted for by students who may have responded to Question 5 but not to Question 6 and vice versa. Differences between totals in Table IV-A and the other tables throughout the study are accounted for by those who may have responded to Question 6 but did not respond to one or more of the others and vice versa. However, only valid responses were included in the study.

B. Semesters Enrolled, Course Loads and Degrees Earned

For how many semesters were the students enrolled prior to their withdrawal or graduation? Referring to Table VI, p. 28, over 54% of the students who did not return in Spring 1973 and did not graduate were enrolled for only one or two semesters before the fall of 1972: almost 29% of these students for only one previous semester, and about 25% for two. Among the graduated, fewer than 2% were enrolled for a total of only two semesters and about 18% for three prior to graduation. The graduated constitute a much smaller group in this case than the non-graduated, since most took more than three semesters to graduate. The completion range for 88% of those who graduated was from three to eight semesters.

Comparing the non-graduated and graduated further, it appears that the non-graduated, for the most part, tend to withdraw within the first three semesters, 54% in this case. Those who will graduate tend to persist beyond their first three semesters. It is likely that a student who survives his second and third enrollment will stay on to graduate. The blank and invalid responses shown in Table VI include an unknown number of students who were not enrolled at Loop before the Fall 1972 semester, i.e. had no previous history of enrollment at the College.

Table VII, p. 29, summarizing the number of credit hours that former students included in this study have completed, shows that over 56% of the non-graduated completed only 12 credit hours or less at Loop before leaving. By contrast, 67.5% of the graduated completed at least 60 credit hours at the College before their graduation. This information supports the data in Table VI, indicating that the non-graduated tend to withdraw early and that they do not accumulate many credits.

A related Loop College study shows that a trend toward rapid and large increases in part-time or transient-type enrollment has been evident at the College since 1970 (Appendix VI, A-G pp. 66-76). For example, there has been a markedchange from a part-time day enrollment of 44% in Fall 1970 to 81% in Fall 1974, while part-time evening enrollment has remained relatively stable during this period--at approximately 95% (Appendix VI-C, pp. 70-71). Full-time equivalent enrollment at Loop College has been decreasing during this period (Appendix VI-E, p. 74). Which indicates that more students are taking less credit hours.

An increase in part-time students has been very noticeable in the enrollment statistics reported for all public community colleges in Illinois in the last three years, 1972-74 (Appendix VI, F-G, pp. 75-76). This statewide trend is viewed by the Illinois Community College Board as evidence of a rapid public acceptance of one of the most important goals of the community college: to provide educational opportunities to all people, including those who can attend college only on a part-time basis.

Discussion of "part-time enrollment" is being introduced here for two reasons: (1) to point out this significant trend toward an increasing part-time enrollment at the College, and (2) to emphasize that, for colleges such as Loop, any definition or interpretation of transient-type enrollment must be related to a student's own purpose for attending the College during a given semester, as well as the individual's own measure of achievement that semester. When a student achieves his stated purpose, or "succeeds" at Loop, the College considers this one of the most important measures of its own "success." The seemingly discontinuous behavorial patterns of part-time students --sometimes called "dropouts," "stopouts," "pushouts," and even "driftouts,"--have often been interpreted as reflecting a less serious commitment to educational goals, programs and values than that of full-time students.*

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*A "dropout" student is one who withdraws from the College during or after the semester. The term "stopout" refers to students who have left the College only temporarily, with the possibility of returning in the near future. (Also, see Table XXV , p. 46.) A "pushout" is a student who was not able to enroll or has left the College because we could not provide what was needed; e.g. the right courses were not scheduled at the times that were right for the student. It should be noted with reference to the "pushout," that over 82% of Loop students expect to work each semester while attending classes and need to be able to coordinate class schedules with work schedules. A "driftout" is a student who drifts out of the College for lack of a goal or direction.

This interpretation, which blames the part-time students for unnecessary attrition, needs to be reconsidered. Many part-time students accomplish their purpose--that is, are "successful" at Loop--even if it is only to complete the one course they need. A student's short-term objective in one semester may or may not be directly related to his long-term choice of educational goal or program.* Part-time students could be projecting and developing their goals over a very long period --perhaps years--for some unique personal reasons. But the persistent and qualified part-timer does complete an educational program at Loop, if this is his reason for attending the College.

Question Set II: Present Accomplishments

> After leaving Loop College, what are these students doing now (Q9-13)? Are they working (Q9)? If so, are they working at jobs for which they received preparation at Loop (Q10.1)? Is their present work related to their long-range career objectives (Q10.2)? If not employed what are they doing (Q11)? Are they looking for a job for which they received preparation at Loop (Q11.2)? Do they need help in finding a job (Q11.3)? Are they planning to attend or are they already enrolled in another school (Q12, 13.2, and 13.3)? If so, does the program in which they were enrolled at Loop have anything to do with their present major (Q13.6)? Which schools are they planning to attend and which schools are they actually attending now (Q12.1, and 13)? To what extent were they able to transfer their Loop credits (Q13.4)?

The second group of questions mainly asked students for information about their present and planned academic and career accomplishments and whether their Loop College experience has been useful.

C. Student Employment

With reference to Table IX, p. 31, we note that more than three quarters or 78.3% of the students were working: over 79% of the non-graduated and 73% of the graduated. Table X, p. 31, shows that almost 80% of these students were working full-time.

About 24% of the total said they received preparation at Loop for their job: 23% of the non-graduated and 29% of the graduated (Table XI, p. 32). Fifty-six percent of the total answered that their work was related to their long-range career objectives: 58% of the non-graduated and 46% of the graduated (Table XII, p. 32).

Of the total of 211 who were not employed and who reported what they were doing now, 33% were looking for a job, 16% were homemakers, more than 2% were in the military service, 7% were retired, and over 42% were doing something else (Table XIII, P. 33).

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*Over 40% of the non-graduated respondents were taking courses for self-improvement only, or for the improvement of job skills (Table II, p. 12). Almost 50% said that they had achieved these goals (Table IV, p. 14).

Table XIV, p. 33, shows that 26% of the total of those who were not employed were looking for a job for which they had received preparation at Loop: 26% of the non-graduated and 28% of the graduated. Thirty-two percent of the students needed help in finding a job: 31% of the non-graduated and 40% of the graduated (Table XV, p 34).

D. Further Educational Experiences

Fifty-five percent of the total were planning to attend another school: 51% of the non-graduated and 78% of the graduated (Table XVI, p. 35). The number of credit hours earned at Loop that these students were able to transfer to another college or university is shown in Table XVII, p. 36.

Sixty-three percent of the total attending another school were in programs for which they received preparation at Loop: 60% of the non-graduated and 77% of the graduated (Table XVIII, p. 37). Sixty-six percent of the total attending another school were enrolled full-time and 34% part-time: 64% were attending in the day and 36% were attending in the evening (Tables XIX and XX, p. 38). A distribution of the various schools students are planning to attend or are now attending is given in Table XXI, pp. 39-40.

Question Set III: Evaluation of the Loop College Experience

How do former students view and judge the value of their experience at Loop College (Q14)? What did they like best or least about the College (Q15 &16)? Would they recommend Loop to others (Q19.1)? Are they themselves planning to return to Loop (Q12)? Are they interested in receiving information about the Loop College Alumni Association, i.e. are they interested in maintaining a "long-term" contact with the College (Q18)? Have they any additional comments about their educational experiences at Loop College, pro or con, including suggestions as to how the programs, courses, instruction and services might be improved (Q19)? Have they any pertinent news about themselves, their job, promotions, scholastic and other achievements (Q20)?

The last group of questions were designed to encourage former students to evaluate their own experience at Loop College, what they liked best or least, were they planning to return, would they recommend the College to others and were they interested in a long-term association with the College.

E. Values and Experiences

Table XXII, p. 42, reveals that more than 96% of the almost 1,000 graduated and non-graduated who responded to Question 14 were satisfied with their experience at Loop College to a degree ranging from fair to excellent. Less than 4%, or only 36 of this total, judged their experience poor. A combined total of 237, or 23.75%, evaluated their

experience as excellent, 453, or 45.39%, as good, 189, or 18.94%, as average and 83, or 8.32%, as just fair. Over 88% of the total rated their experience average, good or excellent and over 69% as either good or excellent.

The distribution of ratings between students who graduated and those who did not graduate indicates that 80% of the graduated believe their experience was either excellent or good, as compared with about 67% of the non-graduated. Only one of the graduated rated his experience at Loop as poor.

Other indicators of personal satisfaction with Loop are the responses to Questions 19.1, 12 and 18. For example, it could be assumed that students who say they would recommend the College to others must have been satisfied with their own experience at Loop. Table XXIV, p. 46, therefore, may be revealing a highly favorable attitude. Almost 93% said they would recommend the College to others who might be considering attending. Also, Table XXV, p. 46, shows that almost half of these former students are planning to return: 434 or over 54% of those who did not graduate and 21 or almost 17% of those who graduated. A total of about 53% said they would like to receive information about the new Loop College Alumni Association, indicating an interest in maintaining a long-term association with the College (Table XXVI, p. 47). All responses of former students to Question 18 expressing interest in the Alumni Association, including their names and addresses, were given to the Vice President for Student Personnel Services for further follow-up.

Questions 19 and 20 provided the opportunity for former students to make free, unstructured write-in responses concerning their own educational purposes, values and experiences while at Loop. Many of the write-ins were very personal expressions. One student even enclosed a most recent photograph of himself. They could offer suggestions as to how Loop programs, courses and instruction might be improved and add information about their accomplishments away from college. A sampling of their statements is included in Appendix II, pages 54-58. Also, see Supplement III.

F. Academic and Non-academic Concerns

A content analysis was made of all write-in responses to Questions 15 and 16, which asked the students what they liked most or least about Loop College. Tables XXIII A, B, and C, pp. 43-45, summarize this analysis in three categories: A) Academic concerns B) Non-academic concerns and C) Concerns with the physical plant and related facilities. All of the original, detailed statements made by the students, in their own words, have been complied and are available elsewhere (Supplement III).

With regard to academic concerns, 510, or close to 76% of the total number of 672 write-in responses analyzed in Table XXIII-A, were positive and 162, or 24%, negative. Of the total positive comments, about 41% commended the quality of instruction and almost 18% cited instructors (Items 3-6); 28% praised the curriculums and the courses (Items 7-10); and approximately 3% expressed an appreciation

over the variety and number of course offerings. Of the total negative responses, 17% found the quality of instruction to be less than desirable but no-one expressed a dislike for instructors (Items 3-6), while 22% showed disappointment with the programs or curriculums, courses, and the variety, number and scheduling of offerings (Items 7-11).

The tabulation of write-in comments, relative to non-academic concerns other than those about plant and facilities (XXIII-B), also shows great variation within the specific categories. For example, over 9% were positive in the matter of tuition and other costs related to attending Loop. As would be expected, no-one at that time showed dissatisfaction in this area. Over 15%, about registration procedures, were highly unsatisfactory; only one-quarter of a per cent of the responses were favorable toward registration. Then, too, over 9% were complaints about the scheduling of courses and about the variety and number of sections of courses, whereas less than 6% were positive comments in this category. Thirty-six percent revealed that the people at the college serving the students were cooperative, understanding, patient, helpful, concerned, devoted and sympathetic; that is, they were evaluated in terms of some positive, non-intellectual or emotive qualities (Items 4-9). Only 16.5% found a lack of these qualities. Overall, 63% of the positive non-academic concerns were with experiences associated with the general atmosphere of the school.

Concerning the physical plant and related facilities, Table XXIII-C, it comes as no surprise that 71% of the 525 total write-in comments were negative. Of the 443 negative statements, 13.5% pointed to the general inadequacies of the building, another 16% to those of the elevators, and still another 13.5% to the condition of the cafeteria and the poor quality food. The concommitant over-crowded conditions elicited almost 32% of the total negative write-in responses (Items 8-10). In accentuating what little there is of the positive in this particular table, it should be noted that 88.5% of the total positive responses refer to the convenience of the College's location. Also, somewhat of a surprise is the fact that over 9% of the responses expressed satisfaction with the adequacy of specific facilities.

Taking into account the overwhelming preponderance of negativism in Table XXIII-C, what must be especially stressed at this point are the positive responses in Tables XXIII-A and -B, on academic and non-academic concerns. Deprecation of the physical plant and related facilities must again be put into proper perspective by comparing it to what is most important about an institution such as Loop College: the positive responses relating to academic matters, the low cost, the convenient location, and the distinct signs of high student morale.

III. Conclusions

The following are some of the main conclusions and recommendations derived from the data:

1. Almost two-thirds of the students said they achieved their stated purpose or "succeeded" at Loop. The College considers this one of the most important indicators of its own "success".

2. About two-thirds of those who were in attendance at other schools said that they were adequately prepared at Loop. Many, however, stated in one way or another that there should be greater articulation for transfer between the educational programs at Loop and those of four-year institutions.

3. Approximately 24% of the employed students said they received preparation at Loop for their present job; and 26% of the unemployed were looking for a job for which they had received preparation at Loop. Students suggested in their responses the necessity for an expansion of Loop's career counseling and job placement programs.

4. Nearly 76% stated their satisfaction with the quality of education they received at Loop College.

5. More than 96% were satisfied with their over-all experience at Loop to a degree ranging from fair to excellent; and almost 70% of the students rated their experience as good to excellent. Sixty-three percent of the write-in comments about the general atmosphere of the College were positive, and they very frequently included specific commendations for the faculty.

6. The non-graduated, for the most part, tended to withdraw during the first three semesters and did not accumulate many credits. A related study is introduced to indicate a current trend at Loop College toward rapid and large increases in part-time enrollment-- from a part-time day enrollment of 44% in Fall 1970 to 81% in Fall 1974. Evening part-time enrollment has remained relatively stable-- at approximately 95%. Full-time equivalent enrollment has been decreasing during this period.

7. The data confirms the results of other Loop studies indicating that most withdrawals are for stated reasons over which the college has little or no control. Further studies are indicated to redefine attrition for Loop College, to develop effective methods for ascertaining the true reasons students leave the College, what they will require to be able to stay in college and, specifically, to determine what can be done to understand and minimize the causes of unnecessary attrition.

8. Although most respondents place a high value on the negligible tuition, many indicated a need for adequate financial aid, more academic counseling and for other supportive services that would help keep them in school.

9. In spite of their strong negative reaction to the physical plant, nearly 90% of the students responded positively about the convenience of the College's location.

10. The relatively large number of questionnaires returned, the substantial number of students who showed interest in the new alumni association, the almost 93% who would recommend Loop College to others who might be considering attending and the significant number who said they planned to return or considered themselves only "stopouts"--all seem to signify a high level of continuing interest in the College on the part of former students.

TABLES II - XXVI

DIAGRAMS I AND II A - H

TABLE II

QUESTION 5: WHAT WAS YOUR MAIN PURPOSE FOR ATTENDING LOOP COLLEGE?

Main Purpose	Non-Graduated No.	Non-Graduated %	Graduated No.	Graduated %	Total No.	Total %
1. Individual courses for self-improvement and enrichment only	178	19.96	4	2.98	182	17.74
2. Individual courses for improvement of job skills	181	20.29	3	2.24	184	17.93
3. Completion of a 2-yr. degree program for transfer to a 4-yr. college or university	166	18.61	102	76.12	268	26.13
4. Course credits only in preparation for transfer to a 4-yr. college or university	152	17.04	10	7.46	162	15.79
5. Completion of a 2-yr. occupational degree program	71	7.96	13	9.70	84	8.19
6. Completion of a specific certificate program of one year or less	10	1.12	-	-	10	0.97
7. Took courses at Loop College, while enrolled in another college	21	2.35	1	0.75	22	2.14
8. Already a college graduate but took courses at Loop College for a special purpose	51	5.72	-	-	51	4.97
9. Other purposes, please explain*:	62	6.95	1	0.75	63	6.14
Valid Responses	892	100.00	134	100.00	1026	100.00
Blank or Invalid	50		5		55	
Total	942		139		1081	

*"Please explain," Question 5.1, which required a write-in response, has been analyzed elsewhere. See Supplement III.

TABLE III

QUESTION 6: DID YOU ACHIEVE YOUR STATED PURPOSE*?

Responses	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
YES	528	59.26	126	92.65	654	63.68
NO	363	40.74	10	7.35	373	36.32
Valid Responses	891	100.00	136	100.00	1027	100.00
Blank or Invalid	51		3		54	
Total	942		139		1081	

*If not, please explain, Question 6.1, required a write-in response and is analyzed elsewhere. See Table V, p.26 and Supplement III.

TABLE IV

ANALYSIS OF PURPOSES FOR WHICH FORMER STUDENTS ATTENDED LOOP COLLEGE, BY ACHIEVEMENT

QUESTIONS 5 AND 6

MAIN PURPOSES	PURPOSE ACHIEVED, NON-GRADUATED						PURPOSE ACHIEVED, GRADUATED						PURPOSE ACHIEVED, TOTAL					
	YES		NO		Total		YES		NO		Total		YES		NO		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Individual courses for self-improvement and enrichment only	127	24.95	48	13.63	175	20.33	4	3.25	-	-	4	3.01	131	20.73	48	13.26	179	18 01
2. Individual courses for improvement of job skills	122	23.97	54	15.34	176	20.44	2	1.63	1	10.00	3	2.25	124	19.62	55	15.19	179	18 01
3. Completion of a 2-yr. degree program for transfer to a 4-yr. college or university	43	8.45	117	33.24	160	18.58	94	76.43	7	7.00	101	75.94	137	21.68	124	34.26	261	26.26
4. Course credits only, in preparation for transfer to a 4-yr. college or university	93	18.27	54	15.34	147	17.07	9	7.31	1	10.00	10	7.52	102	16.14	55	15.19	157	15.79
5. Completion of a 2-yr. occupational degree program	16	3.14	51	14.49	67	7.78	12	9.76	1	10.00	13	9.77	28	4.43	52	14.36	80	8.05
6. Completion of a specific certificate program of one year or less	7	1.38	2	0.57	9	1.05	-	-	-	-	-	-	7	1.11	2	0.56	9	0.91
7. Took courses at Loop College, while enrolled in another college	19	3.73	2	0.57	21	2.44	1	0.81	-	-	1	0.75	20	3.16	2	0.56	22	2.21
8. Already a college graduate but took courses at Loop College for a special purpose	38	7.47	10	2.84	48	5.57	-	-	-	-	-	-	38	6.01	10	2.77	48	4.83
9. Other purposes, please explain*:	44	8.64	14	3.98	58	6.74	1	0.81	-	-	1	0.75	45	7.12	14	3.87	59	5.93
Valid Responses	509	100.00	352	100.00	861	100.00	123	100.00	10	100.00	133	100.00	632	100.00	362	100.00	994	100.00
Blank or Invalid	19		11		30		3		-		3		22		11		33	
Total	528		363		891		126		10		136		654		373		1027	

*"Please explain" was a write-in response, which is analyzed elsewhere. See Table V and Supplement III.

DISTRIBUTION DIAGRAM I

WHY FORMER STUDENTS ATTENDED LOOP COLLEGE, BY PURPOSE

A TOTAL OF 994 GAVE THEIR PURPOSE FOR ATTENDING LOOP COLLEGE AS FOLLOWS:

1. 179 or 18.01% of the total said they attended Loop for individual courses for self-improvement and enrichment only. Of these, 175 or 97.77% did not graduate; 4 or 2.23% graduated.

2. 179 or 18.01% of the total said they attended Loop for individual courses for improvement of job skills. Of these, 176 or 98.32% did not graduate; 3 or 1.68% graduated.

3. 261 or 26.26% of the total said they attended Loop to complete a 2-yr. degree program for transfer to a 4 yr. college or university. Of these, 160 or 61.30% did not graduate; 101 or 38.70% graduated.

4. 157 or 15.79% of the total said they attended Loop to obtain course credits only, in preparation for transfer to a 4-yr. college or university. Of these, 147 or 93.63% did not graduate; 10 or 6.37% graduated.

5. 80 or 8.05% of the total said they attended Loop to complete a 2-yr. occupational degree program. Of these, 67 or 83.75% did not graduate; 13 or 16.25% graduated.

6. 9 or 0.91% of the total said they attended Loop to complete a specific certificate program of one year or less. Of these, 9 or 100.00% did not graduate; 0 or 0.00% graduated.

7. 22 or 2.21% of the total said they attended Loop while enrolled in another college. Of these, 21 or 95.45% did not graduate; 1 or 4.55% graduated.

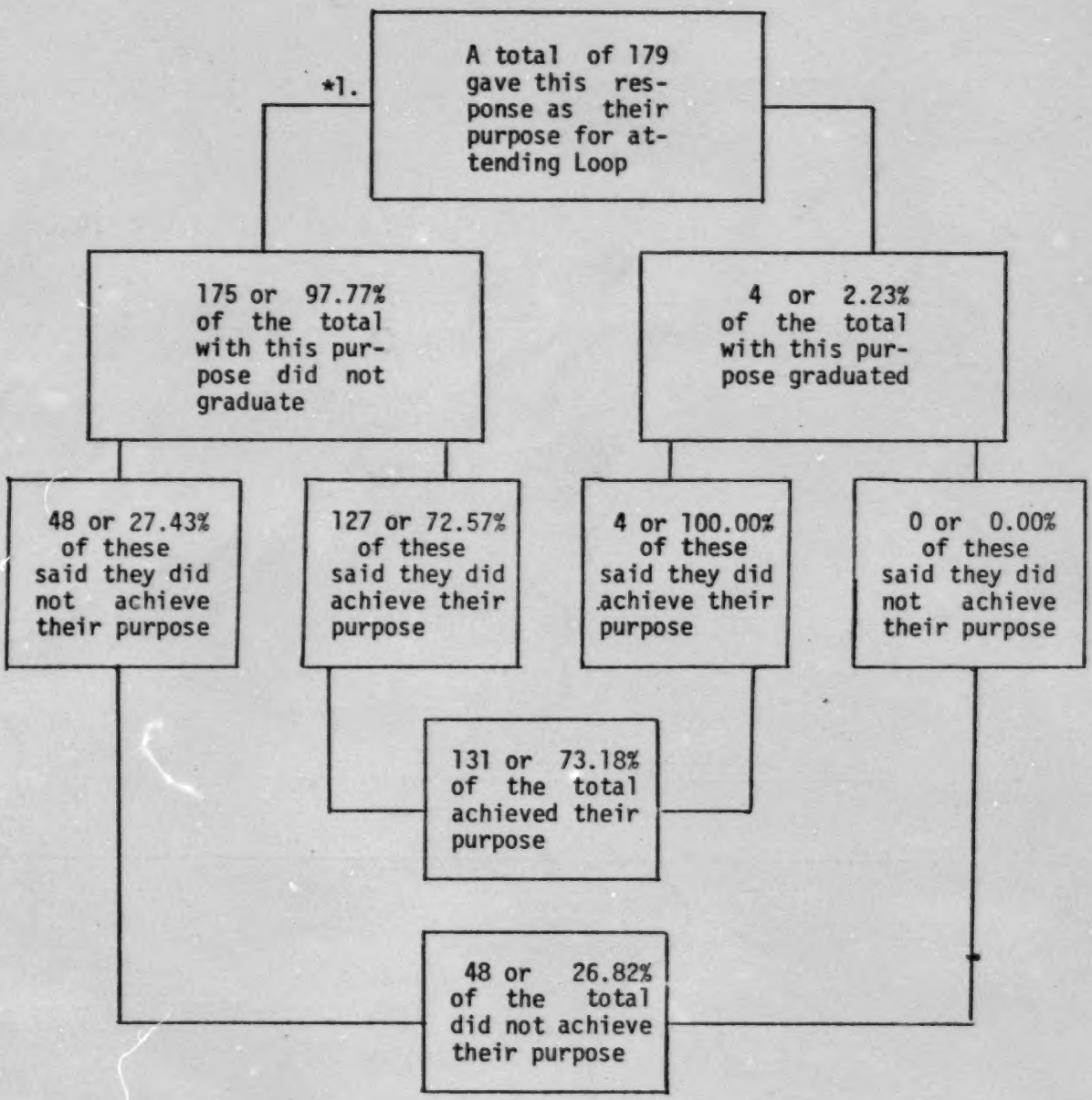
8. 48 or 4.83% of the total said they attended Loop, even though they were already college graduates, to take courses for a special purpose. Of these, 48 or 100.00% did not graduate; 0 or 0.00% graduated.

9. 59 or 5.93% of the total said they attended Loop for other purposes. Of these, 58 or 98.31% did not graduate; 1 or 1.69% graduated.

Reference: Table IV, p. 14.

DISTRIBUTION DIAGRAM II - A

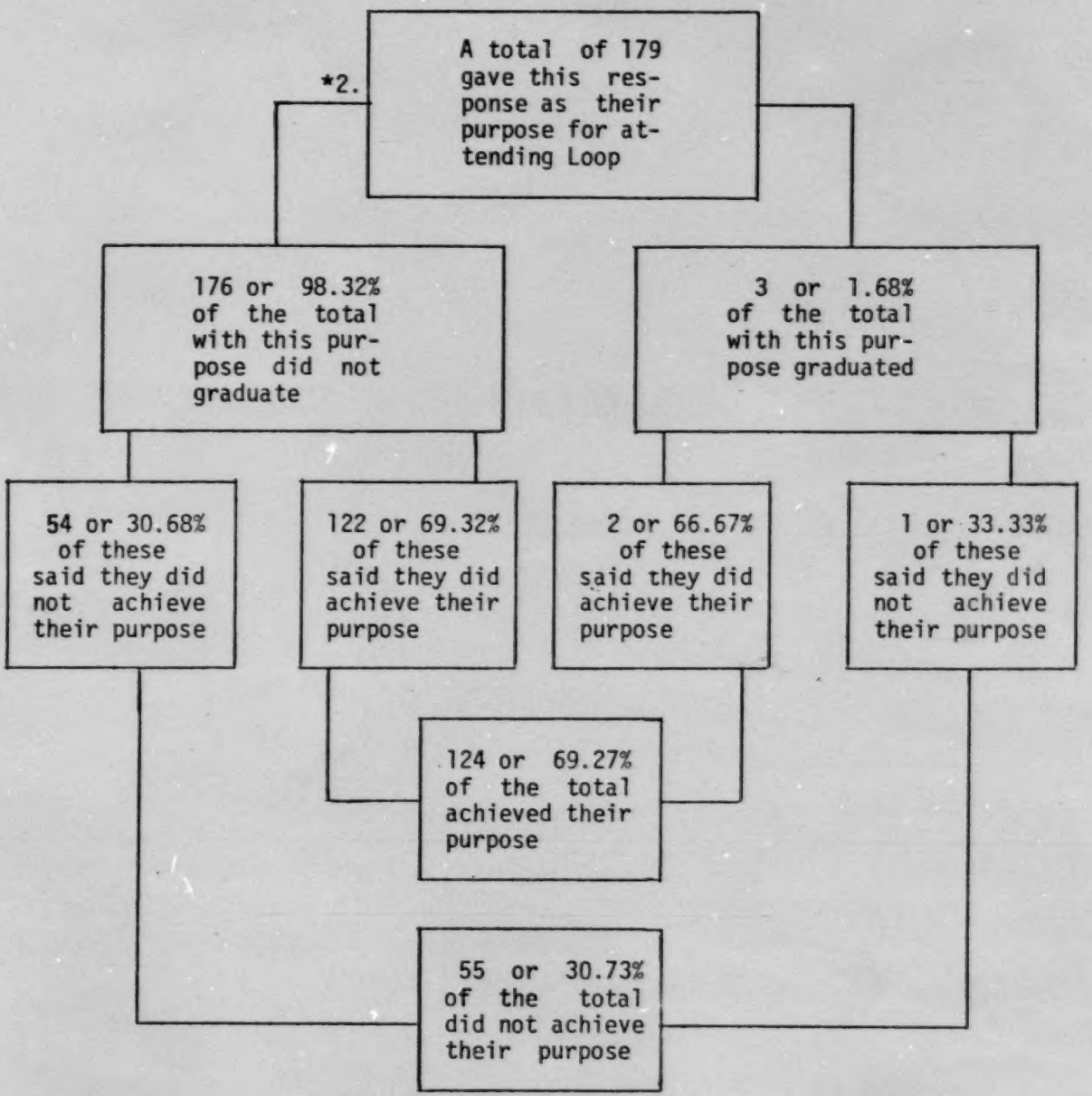
STUDENTS WHO RESPONDED THAT THEIR PURPOSE FOR ATTENDING LOOP COLLEGE WAS: INDIVIDUAL COURSES FOR SELF-IMPROVEMENT AND ENRICHMENT ONLY.


*1.
A total of 179 gave this response as their purpose for attending Loop
175 or 97.77% of the total with this purpose did not graduate
4 or 2.23% of the total with this purpose graduated
48 or 27.43% of these said they did not achieve their purpose
127 or 72.57% of these said they did achieve their purpose
4 or 100.00% of these said they did achieve their purpose
0 or 0.00% of these said they did not achieve their purpose
131 or 73.18% of the total achieved their purpose
48 or 26.82% of the total did not achieve their purpose

*Reference: Table IV, p. 14 and Distribution Diagram I, p. 15.

DISTRIBUTION DIAGRAM II - B

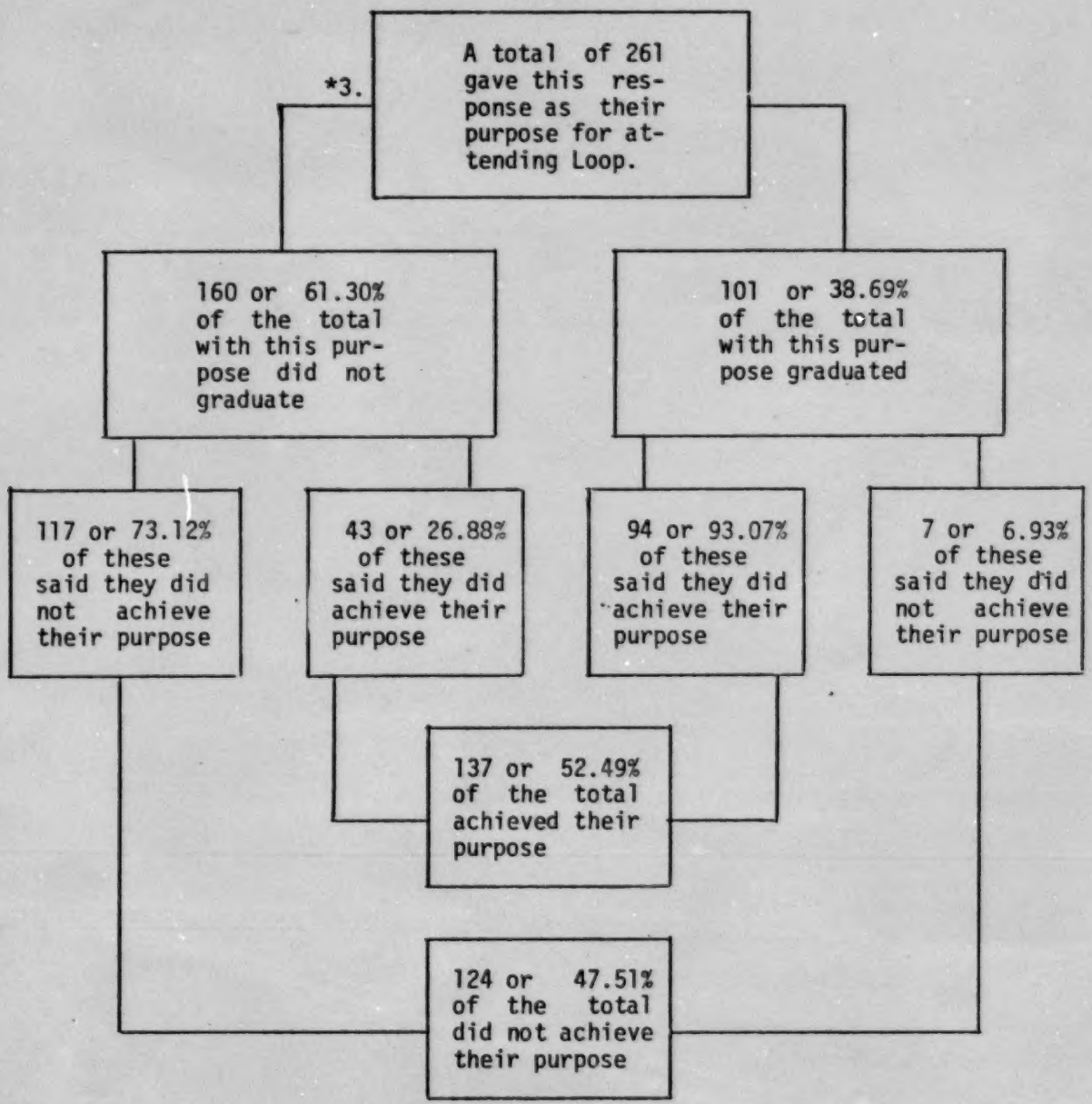
STUDENTS WHO RESPONDED THAT THEIR PURPOSE FOR ATTENDING LOOP COLLEGE WAS: INDIVIDUAL COURSES FOR IMPROVEMENT OF JOB SKILLS.


*2.
A total of 179 gave this response as their purpose for attending Loop
176 or 98.32% of the total with this purpose did not graduate
3 or 1.68% of the total with this purpose graduated
54 or 30.68% of these said they did not achieve their purpose
122 or 69.32% of these said they did achieve their purpose
2 or 66.67% of these said they did achieve their purpose
1 or 33.33% of these said they did not achieve their purpose
124 or 69.27% of the total achieved their purpose
55 or 30.73% of the total did not achieve their purpose

*Reference: Table IV, p. 14 and Distribution Diagram I, p. 15.

DISTRIBUTION DIAGRAM II - C

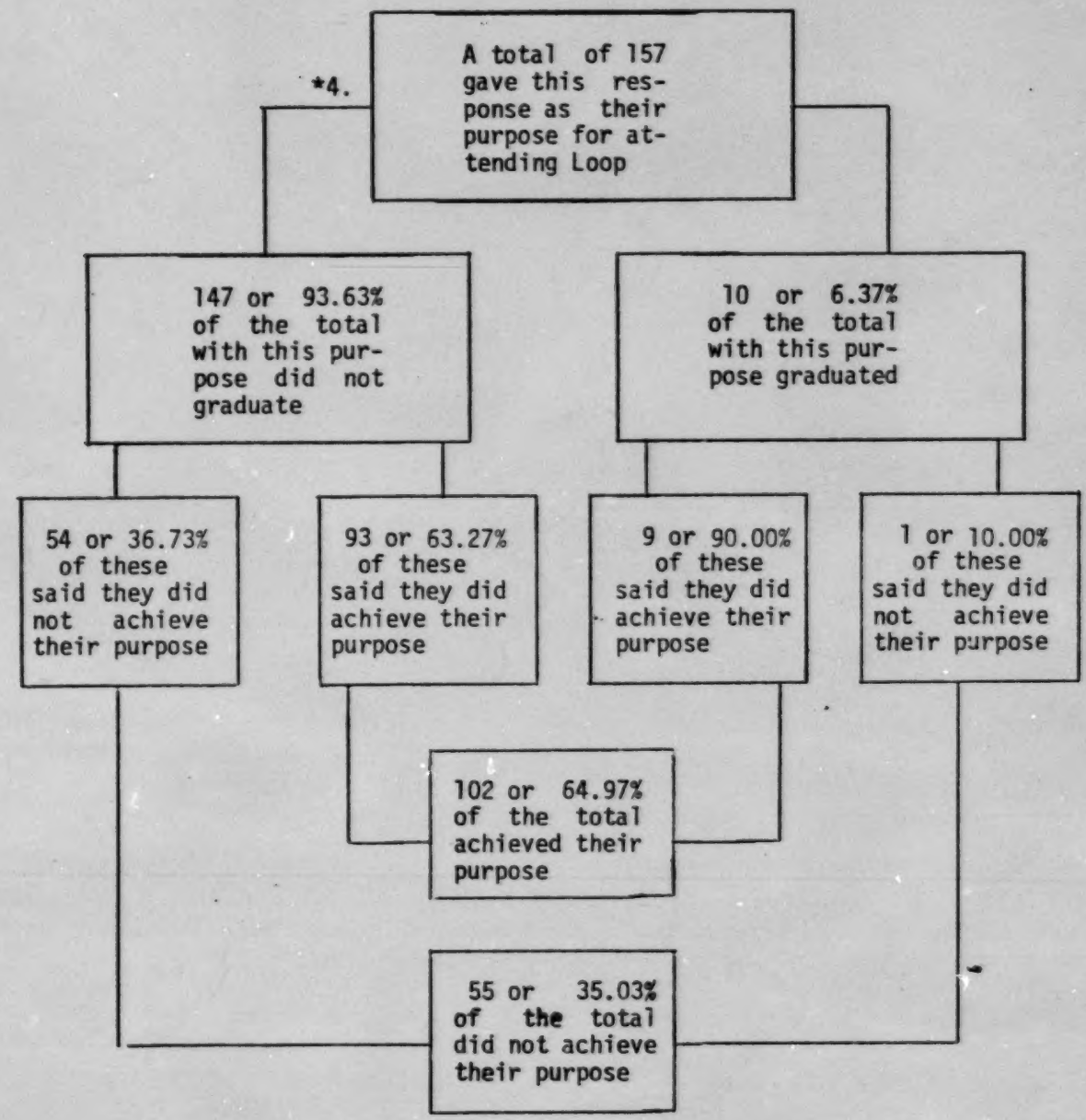
STUDENTS WHO RESPONDED THAT THEIR PURPOSE FOR ATTENDING LOOP COLLEGE WAS:
TO COMPLETE A 2-YR. DEGREE PROGRAM FOR TRANSFER TO A 4-YR. COLLEGE OR UNIVERSITY.


*3.
A total of 261 gave this response as their purpose for attending Loop.
160 or 61.30% of the total with this purpose did not graduate
101 or 38.69% of the total with this purpose graduated
117 or 73.12% of these said they did not achieve their purpose
43 or 26.88% of these said they did achieve their purpose
94 or 93.07% of these said they did achieve their purpose
7 or 6.93% of these said they did not achieve their purpose
137 or 52.49% of the total achieved their purpose
124 or 47.51% of the total did not achieve their purpose

*Reference: Table IV, p. 14 and Distribution Diagram I, p. 15.

DISTRIBUTION DIAGRAM II - D

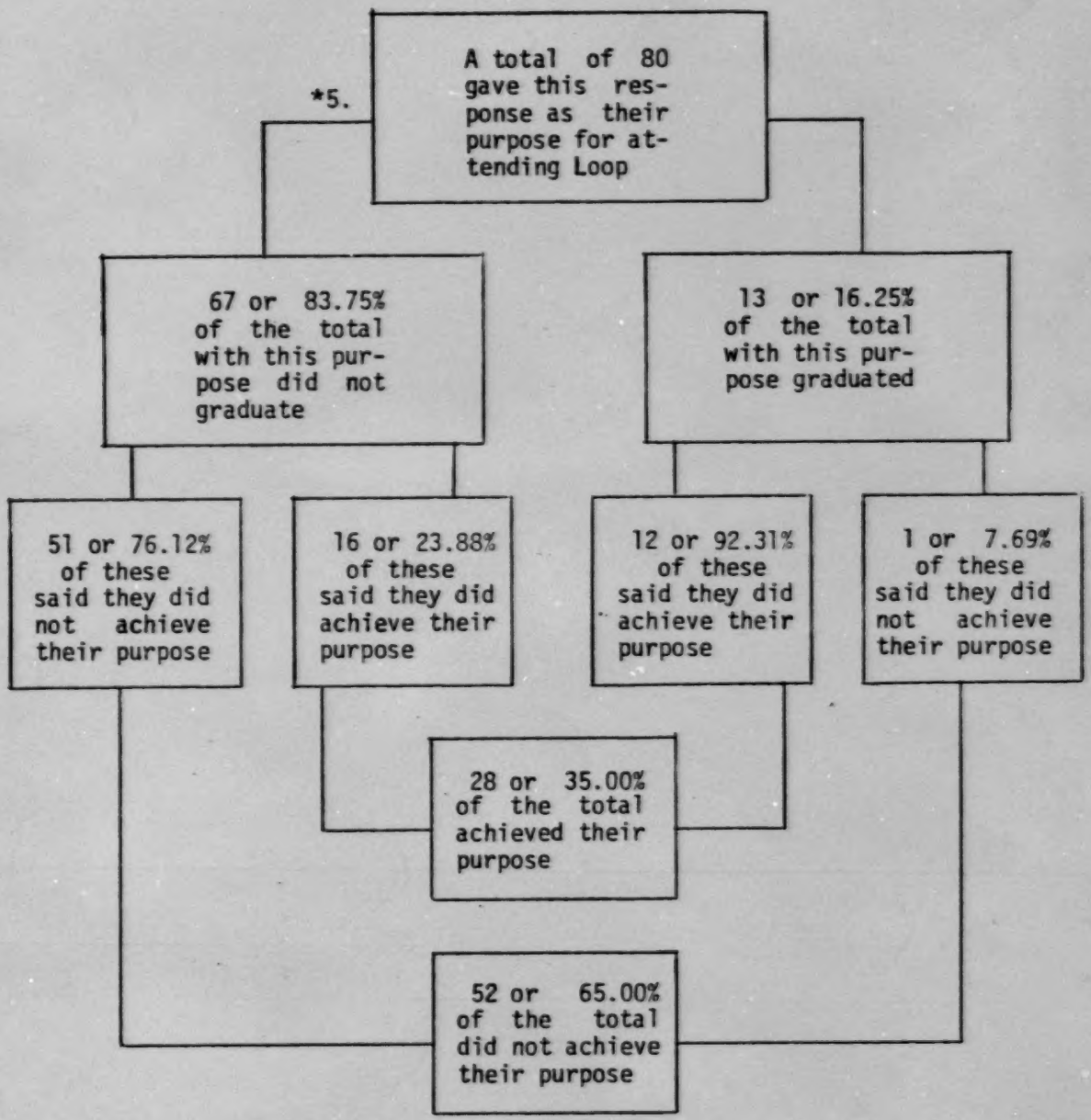
STUDENTS WHO RESPONDED THAT THEIR PURPOSE FOR ATTENDING LOOP COLLEGE WAS: TO OBTAIN COURSE CREDITS ONLY, IN PREPARATION FOR TRANSFER TO A 4-YR. COLLEGE OR UNIVERSITY.


*4.
A total of 157 gave this response as their purpose for attending Loop
147 or 93.63% of the total with this purpose did not graduate
10 or 6.37% of the total with this purpose graduated
54 or 36.73% of these said they did not achieve their purpose
93 or 63.27% of these said they did achieve their purpose
9 or 90.00% of these said they did achieve their purpose
1 or 10.00% of these said they did not achieve their purpose
102 or 64.97% of the total achieved their purpose
55 or 35.03% of the total did not achieve their purpose

*Reference: Table IV. p. 14 and Distribution Diagram I, p. 15.

DISTRIBUTION DIAGRAM II - E

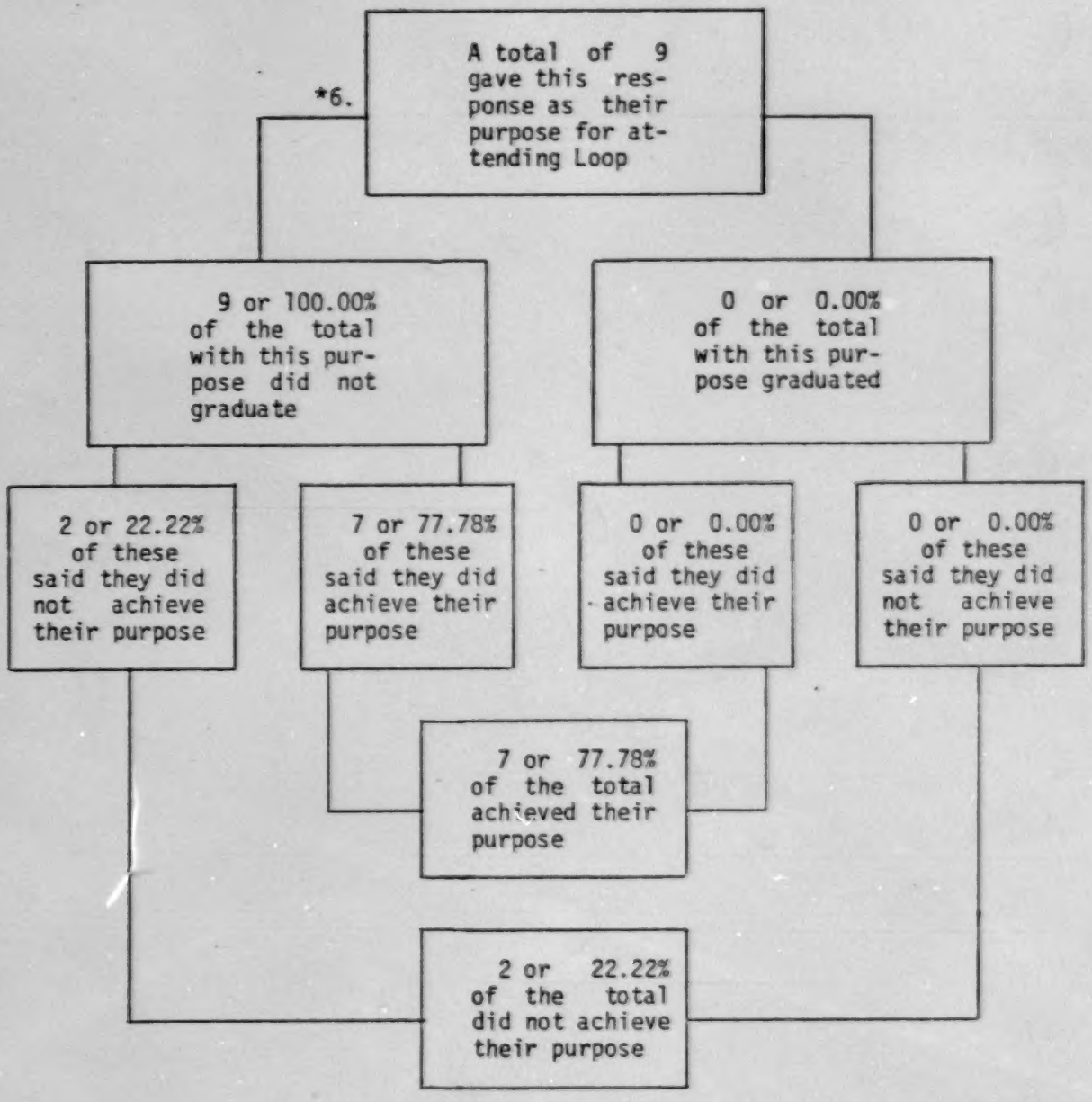
STUDENTS WHO RESPONDED THAT THEIR PURPOSE FOR ATTENDING LOOP COLLEGE WAS: TO COMPLETE A 2-YR. OCCUPATIONAL DEGREE PROGRAM.


*5.
A total of 80 gave this response as their purpose for attending Loop
67 or 83.75% of the total with this purpose did not graduate
13 or 16.25% of the total with this purpose graduated
51 or 76.12% of these said they did not achieve their purpose
16 or 23.88% of these said they did achieve their purpose
12 or 92.31% of these said they did achieve their purpose
1 or 7.69% of these said they did not achieve their purpose
28 or 35.00% of the total achieved their purpose
52 or 65.00% of the total did not achieve their purpose

*Reference: Table IV, p. 14 and Distribution Diagram I, p. 15.

DISTRIBUTION DIAGRM II - F

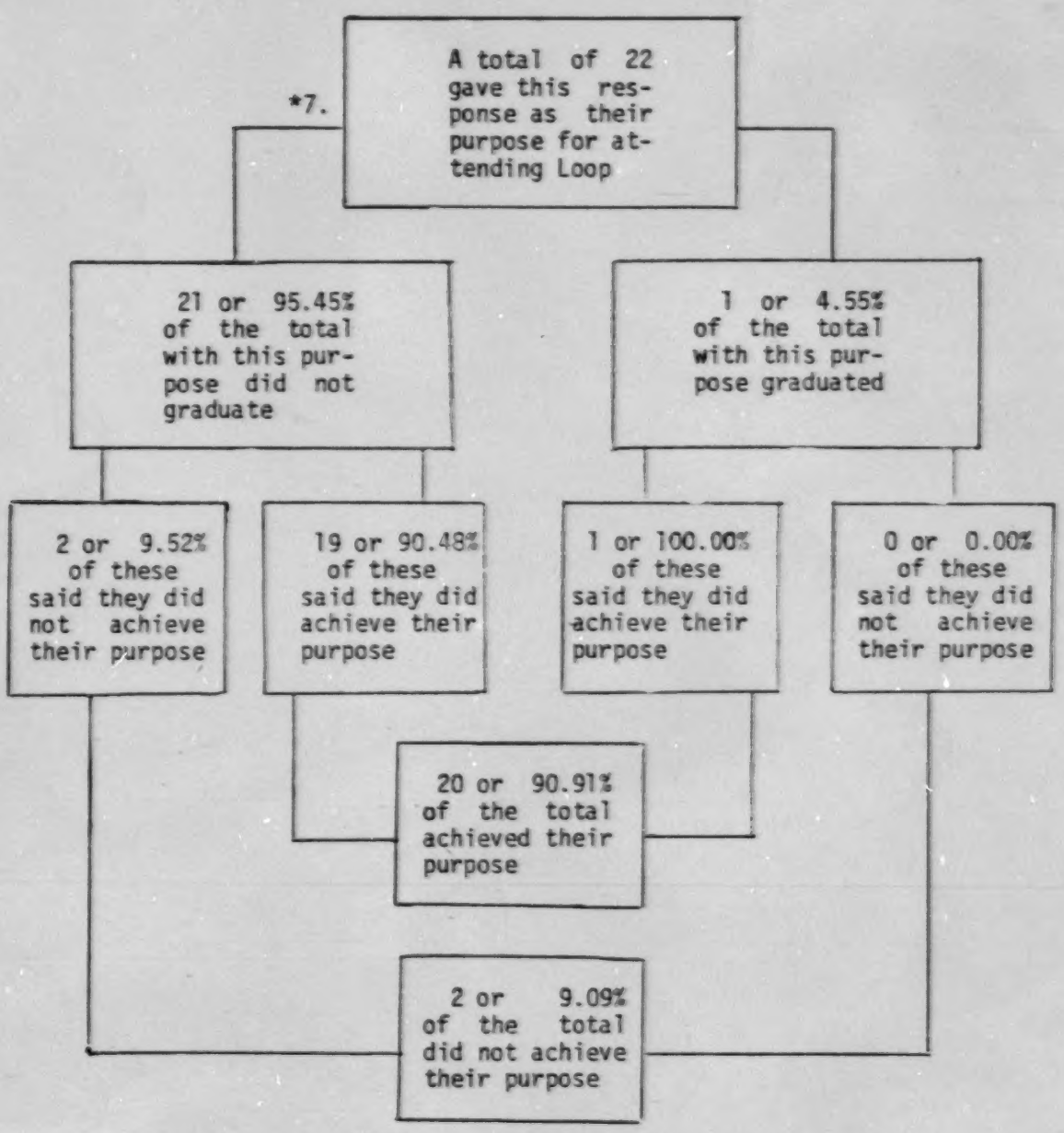
STUDENTS WHO RESPONDED THAT THEIR PURPOSE FOR ATTENDING LOOP COLLEGE WAS: TO COMPLETE A SPECIFIC CERTIFICATE PROGRAM OF ONE YEAR OR LESS.


*6.
A total of 9 gave this response as their purpose for attending Loop
9 or 100.00% of the total with this purpose did not graduate
0 or 0.00% of the total with this purpose graduated
2 or 22.22% of these said they did not achieve their purpose
7 or 77.78% of these said they did achieve their purpose
0 or 0.00% of these said they did achieve their purpose
0 or 0.00% of these said they did not achieve their purpose
7 or 77.78% of the total achieved their purpose
2 or 22.22% of the total did not achieve their purpose

*Reference: Table IV, p. 14 and Distribution Diagram I, p. 15.

DISTRIBUTION DIAGRAM II - G

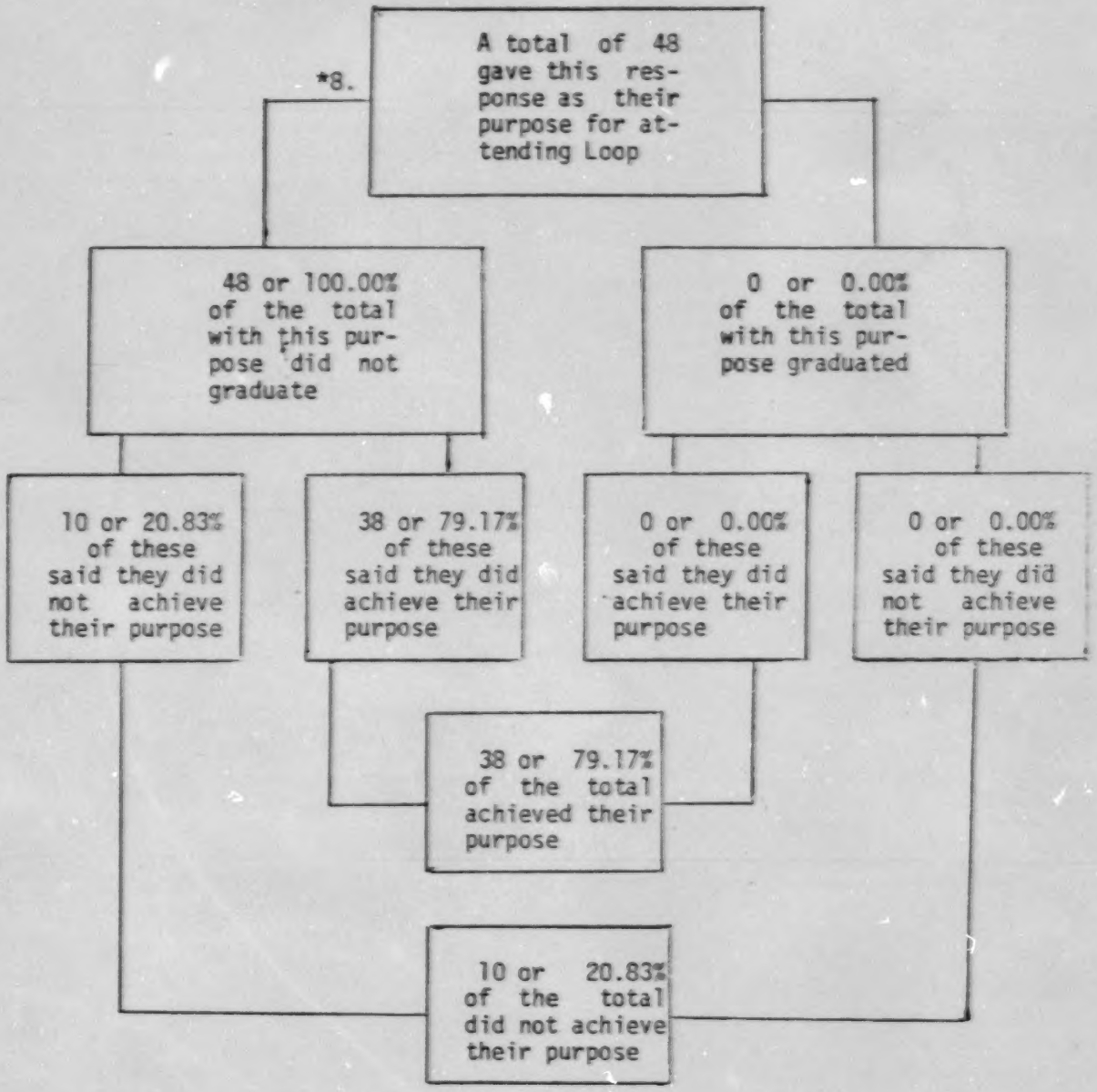
STUDENTS WHO RESPONDED THAT THEIR PURPOSE FOR ATTENDING LOOP COLLEGE WAS: TO TAKE COURSES AT LOOP, WHILE ATTENDING ANOTHER COLLEGE.


*7.
A total of 22 gave this response as their purpose for attending Loop
21 or 95.45% of the total with this purpose did not graduate
1 or 4.55% of the total with this purpose graduated
2 or 9.52% of these said they did not achieve their purpose
19 or 90.48% of these said they did achieve their purpose
1 or 100.00% of these said they did achieve their purpose
0 or 0.00% of these said they did not achieve their purpose
20 or 90.91% of the total achieved their purpose
2 or 9.09% of the total did not achieve their purpose

*Reference: Table IV, p. 14 and Distribution Diagram I, p. 15.

DISTRIBUTION DIAGRAM II - H

STUDENTS WHO RESPONDED THAT THEIR PURPOSE FOR ATTENDING LOOP COLLEGE WAS:
EVEN THOUGH THEY WERE ALREADY COLLEGE GRADUATES, TO TAKE COURSES FOR A SPECIAL PURPOSE


*8.
A total of 48 gave this response as their purpose for attending Loop
48 or 100.00% of the total with this purpose did not graduate
0 or 0.00% of the total with this purpose graduated
10 or 20.83% of these said they did not achieve their purpose
38 or 79.17% of these said they did achieve their purpose
0 or 0.00% of these said they did achieve their purpose
0 or 0.00% of these said they did not achieve their purpose
38 or 79.17% of the total achieved their purpose
10 or 20.83% of the total did not achieve their purpose

*Reference: Table IV, p. 14 and Distribution Diagram I, p. 15.

Note: A distribution diagram was not prepared for response 9, "Other purposes."

TABLE IV-A

Analysis of Student Achievement, by Educational Plans, Transfer-out Enrollment and Evaluation of Loop Experience

(Question 6.0 versus Questions 12.0, 12.2, 13.2, 13.3, 13.6, 14.0 and 19.1)

6.0 Did you achieve your stated purpose?	Non-Graduated					Graduated					Total				
	Yes		No		Total	Yes		No		Total	Yes		No		Total
	No.	%	No.	%		No.	%	No.	%		No.	%	No.	%	
12.0 Are you planning to return to Loop College?															
Yes	194	42.27	225	70.53	419	15	12.93	6	66.67	21	209	36.35	231	70.43	440
No	265	57.73	94	29.47	359	101	87.07	3	33.33	104	366	63.65	97	29.57	463
Valid Responses	459	100.00	319	100.00	778	116	100.00	9	100.00	125	575	100.00	328	100.00	903
12.2 Are you planning to attend another school?															
Yes	208	54.45	132	45.36	340	73	79.35	4	57.14	77	281	59.28	136	45.64	417
No	174	45.55	159	54.64	333	19	20.65	3	42.86	22	193	40.72	162	54.36	355
Valid Responses	382	100.00	291	100.00	673	92	100.00	7	100.00	99	474	100.00	298	100.00	772
13.2 Are you enrolled at another school?															
Part-time	64	33.51	37	41.11	101	16	20.51	2	66.67	18	80	29.74	39	41.94	119
Full-time	127	66.49	53	58.89	180	62	79.49	1	33.33	63	189	70.26	54	58.06	243
Valid Responses	191	100.00	90	100.00	281	78	100.00	3	100.00	81	269	100.00	93	100.00	362
13.3 Are you enrolled at another school:															
Day	107	64.46	49	56.32	156	47	71.21	3	75.00	50	154	66.38	52	57.14	206
Evening	59	35.54	38	43.68	97	19	28.79	1	25.00	20	78	33.62	39	42.86	117
Valid Responses	166	100.00	87	100.00	253	66	100.00	4	100.00	70	232	100.00	91	100.00	323

(TABLE IV-A CONT'D)

Analysis of Student Achievement, by Educational Plans,
Transfer-out Enrollment and Evaluation of Loop Experience

(Question 6.0 versus Questions 12.0, 12.2,
13.2, 13.3, 13.6, 14.0 and 19.1)

		Non-Graduated					Graduated					Total				
		Yes		No		Total	Yes		No		Total	Yes		No		Total
		No.	%	No.	%		No.	%	No.	%		No.	%	No.	%	
6.0	Did you achieve your stated purpose?															
13.6	Does the program in which you are enrolled at Loop have anything to do with your present major?															
	Yes	145	58.70	102	62.20	247	72	77.42	2	50.00	74	217	63.82	104	61.90	321
	No	102	41.30	62	37.80	164	21	22.58	2	50.00	23	123	36.18	64	38.10	187
	Valid Responses	247	100.00	164	100.00	411	93	100.00	4	100.00	97	340	100.00	168	100.00	508
14.0	How would you judge the value of your experience at Loop College:															
	Excellent	123	24.85	65	19.06	188	39	31.45	4	40.00	43	162	26.17	69	19.66	231
	Good	241	48.69	139	40.76	380	63	50.80	1	10.00	64	304	49.11	140	39.89	444
	Average	90	18.18	65	19.06	155	20	16.13	4	40.00	24	110	17.77	69	19.66	179
	Fair	31	6.26	48	14.08	79	1	.81	1	10.00	2	32	5.17	49	13.95	81
	Poor	10	2.02	24	7.04	34	1	.81	-	-	1	11	1.78	24	6.84	35
	Valid Responses	495	100.00	341	100.00	836	124	100.00	10	100.00	134	619	100.00	351	100.00	970
19.1	Would you recommend Loop College to others who might be considering attending?															
	Yes	432	94.12	296	89.43	728	115	94.26	9	100.00	124	547	94.15	305	89.71	852
	No	27	5.88	35	10.57	62	7	5.74	-	-	7	34	5.85	35	10.29	69
	Valid Responses	459	100.00	331	100.00	790	122	100.00	9	100.00	131	581	100.00	340	100.00	921

TABLE V

QUESTION 6.1: IF YOU DID NOT ACHIEVE YOUR PURPOSE, PLEASE EXPLAIN? A CONTENT ANALYSIS, BY CATEGORY, OF WRITE-IN RESPONSES.

Category	No.	% of Sub-Total	% of Total
A. Academic Explanations			
1. Inadequate grades or lack of attendance leading to withdrawal	16	30.77	4.35
2. Class work too difficult or too competitive	7	13.46	1.90
3. Miscellaneous academic explanations/complaints	29	55.77	7.88
Subtotal	52	100.00	
B. Difficulties or Conflicts Caused by Combining Study and Work; Other Related Interruptions, Interferences and Disappointments			
[Quit to get a job (4); don't have time now, am working (1); problems coordinating work and study (8); business or work interfered (9); increased responsibilities or hours during full-time work (23); work full-time and do not have enough time to attend classes or study (14); work and other responsibilities (3); call to active military duty (1); miscellaneous interruptions (1)]			
Subtotal	64	100.00	17.39
C. Non-Academic and Other Explanations			
1. Moved	9	8.26	2.45
2. Personal or family illness	39	35.78	10.60
3. Personal or family problems or obligations	24	22.02	6.52
4. Financial problems	15	13.76	4.07
5. Other explanations			
[Difficulties with the English language (2); changes in priorities or objectives (2); marriage (2); pregnancy (3); opportunity for self advancement did not present itself (1); impending fees (1); unconcerned personnel (1); inadequate counseling (1); (cont'd)			

Table V (Cont'd)

Category	No.	% of Sub-Total	% of Total
no provision for child care (1); completed diploma program rather than the degree program, as planned (1); miscellaneous administrative errors (7)]	22	20.18	5.98
Subtotal	109	100.00	
D. Stopouts*			
1. Not enrolled regularly but still working toward an academic objective (stopout)	32	27.59	8.70
2. Still expect to pickup additional credits towards completion of academic program (stopout)	55	47.41	14.95
3. Specify that they consider themselves short-term withdrawals only (stopouts)	4	3.45	1.09
4. In College Accelleration Program but not in other Loop programs at present (possible stopout)	25	21.55	6.79
Subtotal	116	100.00	
E. Dropouts			
1. Dropped their courses	7	25.93	1.90
2. Called themselves "dropouts"	7	25.93	1.90
3. Dropped out, with apologies and regrets specified	13	48.14	3.53
Subtotal	27	100.00	
TOTAL	368		100.00

*The term "stopout" refers to students who have left the college only temporarily and have expressed a possibility of returning in the near future.

TABLE VI

Question 2: HOW MANY SEMESTERS WERE YOU ENROLLED BEFORE FALL 1972?

No. of Previous Semesters	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
1	148	28.90	2	1.67	150	23.73
2	129	25.20	20	16.67	149	23.58
3	65	12.70	11	9.17	76	12.02
4	55	10.74	30	25.00	85	13.45
5	26	5.08	14	11.67	40	6.33
6	36	7.03	10	8.33	46	7.28
7	14	2.73	12	10.00	26	4.11
8	16	3.13	8	6.67	24	3.80
9	4	0.78	1	0.83	5	0.79
10	8	1.56	5	4.16	13	2.06
11	-	-	1	0.83	1	0.16
12	5	0.98	3	2.50	8	1.27
13	2	0.39	1	0.83	3	0.47
14	2	0.39	-	-	2	0.32
15	2	0.39	2	1.67	4	0.63
Valid Responses	512	100.00	120	100.00	632	100.00
Blank or Invalid	430		19		449	
Total	942		139		1081	

TABLE VII

QUESTION 4: HOW MANY CREDIT HOURS HAVE YOU COMPLETED AT LOOP COLLEGE?

No. of Credit Hours	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
1	3	0.43	-	-	3	0.36
2	7	1.00	-	-	7	0.85
3	126	17.96	-	-	126	15.29
4	33	4.71	-	-	33	4.01
5	10	1.43	-	-	10	1.21
6	86	12.26	1	0.81	87	10.56
7	7	1.00	-	-	7	0.85
8	21	3.00	1	0.81	22	2.67
9	39	5.56	-	-	39	4.73
10	10	1.43	1	0.81	11	1.33
11	2	0.29	-	-	2	0.24
12	50	7.13	-	-	50	6.07
13	14	2.00	1	0.81	15	1.82
14	6	0.86	-	-	6	0.73
15	33	4.71	1	0.81	34	4.13
16	12	1.71	-	-	12	1.46
17	6	0.86	-	-	6	0.73
18	12	1.71	-	-	12	1.46
19	6	0.86	-	-	6	0.73
20	14	2.00	-	-	14	1.70
21	13	1.85	2	1.63	15	1.82
22	5	0.71	-	-	5	0.61
23	7	1.00	-	-	7	0.85
24	18	2.57	-	-	18	2.18
25	5	0.71	-	-	5	0.51
26	3	0.43	-	-	3	0.36
27	9	1.28	-	-	9	1.09
28	1	0.14	-	-	1	0.12
29	1	0.14	2	1.63	3	0.36
30	16	2.28	1	0.81	17	2.06
31	7	1.00	1	0.81	8	0.97
32	5	0.71	1	0.81	6	0.73
33	6	0.86	-	-	6	0.73
34	1	0.14	-	-	1	0.12
35	4	0.57	1	0.81	5	0.61
36	5	0.71	3	2.44	8	0.97
37	6	0.86	-	-	6	0.73
38	2	0.29	-	-	2	0.24
39	3	0.43	1	0.81	4	0.49
40	8	1.14	3	2.44	11	1.33
41	2	0.29	-	-	2	0.24
42	5	0.71	2	1.63	7	0.85
43	2	0.29	3	2.44	5	0.61
44	2	0.29	1	0.81	3	0.36
45	6	0.86	4	3.25	10	1.21
46	3	0.43	1	0.81	4	0.49
47	2	0.29	-	-	2	0.24
48	4	0.57	1	0.81	5	0.61
49	1	0.14	-	-	1	0.12
50	-	-	2	1.63	2	0.24
51	-	-	-	-	-	-
52	2	0.29	-	-	2	0.24
53	1	0.14	-	-	1	0.12
54	1	0.14	3	2.44	4	0.49
55	1	0.14	1	0.81	2	0.24
56	4	0.57	-	-	4	0.49
57	4	0.57	1	0.81	5	0.61
58	1	0.14	-	-	1	0.12
59	-	-	1	0.81	1	0.12
60	11	1.57	15	12.20	26	3.16
61	1	0.14	9	7.32	10	1.21
62	5	0.71	10	8.13	15	1.82
63	5	0.71	10	8.13	15	1.82
64	4	0.57	6	4.89	10	1.21
65	2	0.29	3	2.44	5	0.61
66	5	0.71	9	7.32	14	1.70
67	1	0.14	3	2.44	4	0.49
68	2	0.29	5	4.07	7	0.85
69	1	0.14	3	2.44	4	0.49
70	1	0.14	10	8.13	11	1.33
Valid Responses	701	100.00	123	100.00	824	100.00
Blank or Invalid	241		16		257	
Total	942		139		1081	

TABLE VIII

QUESTION 8: WHAT IS THE HIGHEST ACADEMIC DEGREE YOU HAVE ATTAINED TO DATE?

Response	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
AA or AAS	60	22.82	118	92.19	178	45.52
BA or BS	97	36.88	1	0.78	98	25.06
MA or MS	33	12.55	-	-	33	8.45
Ph.D.	4	1.52	-	-	4	1.02
Other	69	26.23	9	7.03	78	19.95
Valid Responses	263	100.00	128	100.00	391	100.00
Blank or Invalid	679		11		690	
Total	942		139		1081	

TABLE IX

QUESTION 9: ARE YOU WORKING AT PRESENT?

Response	Non-Graduated No.	%	Graduated No.	%	Total No.	%
YES	723	79.10	100	72.99	823	78.31
NO	191	20.90	37	27.01	228	21.69
Valid Responses	914	100.00	137	100.00	1051	100.00
Blank or Invalid	28		2		30	
Total	942		139		1081	

TABLE X

QUESTION 10: ARE YOU NOW EMPLOYED PART-TIME OR FULL-TIME?

Response	Non-Graduated No.	%	Graduated No.	%	Total No.	%
Part-Time	137	18.44	36	35.29	173	20.47
Full-Time	606	81.56	66	64.71	672	79.53
Valid Responses	743	100.00	102	100.00	845	100.00
Blank or Invalid	199		37		236	
Total	942		139		1081	

TABLE XI

QUESTION 10.1: IF EMPLOYED, ARE YOU WORKING AT A JOB FOR WHICH YOU RECEIVED PREPARATION AT LOOP COLLEGE?

Response	Non-Graduated No.	Non-Graduated %	Graduated No.	Graduated %	Total No.	Total %
YES	169	22.68	30	28.85	199	23.44
NO	576	77.32	74	71.15	650	76.56
Valid Responses	745	100.00	104	100.00	849	100.00
Blank or Invalid	197		35		232	
Total	942		139		1081	

TABLE XII

QUESTION 10.2: IF EMPLOYED, IS YOUR WORK RELATED TO YOUR LONG-RANGE CAREER GOALS?

Responses	Non-Graduated No.	Non-Graduated %	Graduated No.	Graduated %	Total No.	Total %
YES	421	57.59	47	45.63	468	56.12
NO	310	42.41	56	54.37	366	43.88
Valid Responses	731	100.00	103	100.00	834	100.00
Blank or Invalid	211		36		247	
Total	942		139		1081	

TABLE XIII

QUESTION 11: IF YOU ARE NOT EMPLOYED, WHICH ONE OF THE FOLLOWING BEST APPLIES TO YOU? (WHAT ARE YOU DOING NOW?)

Response	Non-Graduated No.	Non-Graduated %	Graduated No.	Graduated %	Total No.	Total %
I am a homemaker	28	15.38	5	17.24	33	15.64
I am in the military service	5	2.75	-	-	5	2.37
I am retired	15	8.25	-	-	15	7.11
I am looking for a job	60	32.97	9	31.04	69	32.70
Other, please explain*	74	40.66	15	51.72	89	42.18
Valid Responses	182	100.00	29	100.00	211	100.00
Blank or Invalid	760		110		870	
Total	942		139		1081	

* "Please explain" required a write-in response and has been analyzed elsewhere. See Supplement III.

TABLE XIV

QUESTION 11.2: IF YOU ARE NOT EMPLOYED, ARE YOU LOOKING FOR A JOB FOR WHICH YOU RECEIVED PREPARATION AT LOOP?

Response	Non-Graduated No.	Non-Graduated %	Graduated No.	Graduated %	Total No.	Total %
YES	54	25.84	10	27.78	64	26.12
NO	155	74.16	26	72.22	181	73.88
Valid Responses	209	100.00	36	100.00	245	100.00
Blank or Invalid	733		103		836	
Total	942		139		1081	

TABLE XV

QUESTION 11.3: DO YOU NEED HELP IN FINDING A JOB?

Response	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
YES	97	30.99	20	40.00	117	32.23
NO	216	69.01	30	60.00	246	67.77
valid Responses	313	100.00	50	100.00	363	100.00
Blank or Invalid	629		89		718	
Total	942		139		1081	

TABLE XVI

QUESTION 12.2: ARE YOU PLANNING TO ATTEND ANOTHER SCHOOL?

Response	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
YES	352	51.09	78	78.00	430	54.50
NO	337	48.91	22	22.00	359	45.50
Valid Responses	689	100.00	100	100.00	789	100.00
Blank or Invalid	253		39		292	
Total	942		139		1081	

TABLE XVII

QUESTION 13.4: IF YOU ARE ATTENDING A COLLEGE OR UNIVERSITY AT PRESENT, HOW MANY LOOP CREDIT HOURS WERE YOU ABLE TO TRANSFER?

No. of Credit Hours	Non-Graduated		Graduated		Total		No. of Credit Hours	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
1	2	.96	-	-	2	.70	39	-	-	-	-	-	-
2	-	-	-	-	-	-	40	3	1.43	1	1.33	4	1.41
3	31	14.83	-	-	31	10.92	41	-	-	-	-	-	-
4	11	5.26	-	-	11	3.87	42	-	-	-	-	-	-
5	-	-	-	-	-	-	43	-	-	2	2.68	2	.70
6	26	12.44	-	-	26	9.16	44	4	1.91	-	-	4	1.41
7	2	.96	-	-	2	.70	45	1	.48	-	-	1	.35
8	-	-	-	-	-	-	46	2	.96	-	-	2	.70
9	13	6.22	-	-	13	4.58	47	-	-	-	-	-	-
10	5	2.39	-	-	5	1.76	48	3	1.43	-	-	3	1.06
11	-	-	1	1.33	1	.35	49	-	-	-	-	-	-
12	8	3.82	-	-	8	2.82	50	-	-	1	1.33	1	.35
13	2	.96	-	-	2	.70	51	-	-	-	-	-	-
14	1	.48	-	-	1	.35	52	1	.48	1	1.33	2	.70
15	5	2.39	-	-	5	1.76	53	-	-	-	-	-	-
16	2	.96	-	-	2	.70	54	-	-	2	2.68	2	.70
17	2	.96	-	-	2	.70	55	2	.96	-	-	2	.70
18	7	3.35	-	-	7	2.47	56	2	.96	1	1.33	3	1.06
19	1	.48	-	-	1	.35	57	2	.96	5	6.67	7	2.47
20	3	1.43	-	-	3	1.06	58	2	.96	-	-	2	.70
21	4	1.91	3	4.00	7	2.47	59	-	-	-	-	-	-
22	2	.96	-	-	2	.70	60	9	4.30	24	32.00	33	11.62
23	-	-	-	-	-	-	61	-	-	2	2.68	2	.70
24	6	2.87	-	-	6	2.11	62	7	3.35	5	6.67	12	4.23
25	2	.96	1	1.33	3	1.06	63	2	.96	-	-	2	.70
26	1	.48	-	-	1	.35	64	3	1.43	4	5.33	7	2.47
27	4	1.91	1	1.33	5	1.76	65	-	-	3	4.00	3	1.06
28	-	-	-	-	-	-	66	5	2.39	5	6.67	10	3.52
29	2	.96	1	1.33	3	1.06	67	-	-	4	5.33	4	1.41
30	6	2.87	3	4.00	9	3.17	68	1	.48	1	1.33	2	.70
31	5	2.39	-	-	5	1.76	69	-	-	1	1.33	1	.35
32	1	.48	-	-	1	.35	70	-	-	1	1.33	1	.35
33	2	.96	-	-	2	.70	71	-	-	1	1.33	1	.35
34	-	-	-	-	-	-	72	-	-	-	-	-	-
35	1	.48	-	-	1	.35	73	-	-	1	1.33	1	.35
36	2	.96	-	-	2	.70	74	-	-	-	-	-	-
37	1	.48	-	-	1	.35	75	-	-	-	-	-	-
38	-	-	-	-	-	-							
							Valid Responses	209	100.00	75	100.00	284	100.00
							Blank or Invalid	733		64		797	
							Total	942		139		1081	

TABLE XVIII

QUESTION 13.6: IF YOU ARE ATTENDING A COLLEGE OR UNIVERSITY AT THE PRESENT TIME, DOES THE PROGRAM IN WHICH YOU WERE ENROLLED AT LOOP HAVE ANYTHING TO DO WITH YOUP PRESENT MAJOR?

Response	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
YES	254	60.19	75	76.53	329	63.27
NO	168	39.81	23	23.47	191	36.73
Valid Responses	422	100.00	98	100.00	520	100.00
Blank or Invalid	520		41		561	
Total	942		139		1081	

TABLE XIX

QUESTION 13.2: IF YOU ARE ATTENDING A COLLEGE OR UNIVERSITY AT THE PRESENT TIME, ARE YOU ENROLLED FULL-TIME OR PART-TIME?

Response	Non-Graduated No.	Non-Graduated %	Graduated No.	Graduated %	Total No.	Total %
Full-Time	185	63.14	64	77.11	249	66.22
Part-Time	108	36.86	19	22.89	127	33.78
Valid Responses	293	100.00	83	100.00	376	100.00
Blank or Invalid	649		56		705	
Total	942		139		1081	

TABLE XX

QUESTION 13.3: IF YOU ARE ATTENDING A COLLEGE OR UNIVERSITY AT THE PRESENT TIME, ARE YOU ENROLLED IN THE DAY OR EVENING?

Responses	Non-Graduated No.	Non-Graduated %	Graduated No.	Graduated %	Total No.	Total %
Day	160	61.54	52	72.22	212	63.86
Evening	100	38.46	20	27.78	120	36.14
Valid Responses	260	100.00	72	100.00	332	100.00
Blank or Invalid	682		67		749	
Total	942		139		1081	

TABLE XXI

QUESTIONS 12.3 AND 13: WHICH SCHOOLS ARE YOU PLANNING TO ATTEND OR ARE YOU NOW ATTENDING? SUMMARY OF SCHOOLS

School	Plan to Attend				Attending			
	Non-Graduated		Graduated		Non-Graduated		Graduated	
	No.	%	No.	%	No.	%	No.	%
American University, Washington D.C.	-	-	-	-	1	.39	-	-
Antioch College, Ohio	-	-	-	-	1	.39	-	-
Arizona State University	2	.73	1	1.49	1	.39	-	-
Art Institute of Chicago	1	.36	-	-	-	-	-	-
Augustana College	-	-	-	-	1	.39		
Barat College	1	.36	-	-	-	-	-	-
"Beauty School"	1	.36	-	-	-	-	-	-
Brown University	-	-	-	-	1	.39	-	-
Carleton College	-	-	1	1.49	2	.78	-	-
Central Y.M.C.A.	4	1.46	-	-	6	2.33	-	-
Chicago State University	32	11.64	9	13.43	17	6.61	6	7.89
City Colleges of Chicago	1	.36	1	1.49	2	.78	-	-
College of Du Page	1	.36	-	-	-	-	-	-
Colorado State University	1	.36	-	-	1	.39	-	-
Columbia University, N.Y.	1	.36	-	-	1	.39	-	-
Cook County Nursing School	-	-	1	1.49	-	-	-	-
De Paul University	15	5.47	7	10.45	13	5.06	5	6.57
Eastern Illinois University	-	-	-	-	1	.39	-	-
Florida State University	1	.36	-	-	-	-	-	-
George Williams College	1	.36	-	-	-	-	-	-
Georgia State University	1	.36	-	-	-	-	-	-
Governor State University	5	1.82	1	1.49	2	.78	2	2.63
Grinnell College	1	.36	-	-	-	-	-	-
Highland Community College	1	.36	-	-	-	-	-	-
Howard University	1	.36	-	-	-	-	-	-
Idaho State University	-	-	-	-	1	.39	-	-
Illinois College of Optometry	1	.36	-	-	-	-	-	-
Illinois Institute of Technology	6	2.19	2	2.99	3	1.17	-	-
Illinois Medical Center	-	-	-	-	1	.39	-	-
Illinois State University	4	1.46	-	-	9	3.50	-	-
Iowa State University	-	-	-	-	1	.39	-	-
Indiana State University	1	.36	-	-	-	-	-	-
Joliet Jr. College	1	.36	-	-	-	-	-	-
Kendall College	-	-	-	-	1	.39	-	-

TABLE XXI (CONT'D)

QUESTIONS 12.3 AND 13: WHICH SCHOOLS ARE YOU PLANNING TO ATTEND OR ARE YOU NOW ATTENDING?
SUMMARY OF SCHOOLS

School	Plan to Attend				Attending			
	Non-Graduated		Graduated		Non-Graduated		Graduated	
	No.	%	No.	%	No.	%	No.	%
Kennedy King College	-	-	1	1.49	-	-	-	-
Lawrence University	-	-	-	-	1	.39	-	-
Lewis College	1	.36	-	-	3	1.17	-	-
*Loop College	7	2.55	-	-	25	9.73	7	9.21
Loyola University	9	3.28	3	4.48	14	5.45	3	3.94
Luther College, Iowa	1	.36	-	-	1	.39	-	-
Malcolm X College	5	1.82	-	-	3	1.17	-	-
Mayfair College	3	1.09	-	-	4	1.56	1	1.32
Mc Cormack Theological Seminary	1	.36	-	-	-	-	-	-
Michigan State University	-	-	-	-	-	-	1	1.32
Moody Bible Institute	-	-	-	-	1	.39	1	1.32
Moraine Valley Community College	-	-	-	-	1	.39	-	-
Morton College	-	-	-	-	1	.39	-	-
Moser Business College	-	-	-	-	1	.39	-	-
Mundelein College	-	-	1	1.49	3	1.17	1	1.32
National College of Education	-	-	1	1.49	-	-	-	-
New York State University	-	-	1	1.49	-	-	-	-
Niles College	-	-	-	-	1	.39	-	-
Northeastern University	14	5.11	6	8.96	12	4.67	10	13.16
Northern Illinois University	3	1.09	-	-	3	1.17	1	1.32
Northwestern University	11	4.01	1	1.49	9	3.50	1	1.32
Olive Harvey College	5	1.82	-	-	8	3.11	-	-
Prairie State College	1	.36	-	-	-	-	-	-
Ray Vogue Schools	1	.36	-	-	1	.39	-	-
Roosevelt University	39	14.18	12	17.91	28	10.89	19	25.00
Rosary College	1	.36	-	-	-	-	-	-
Rush Medical College	1	.36	-	-	1	.39	-	-
St. Joseph's College	-	-	-	-	1	.39	-	-
St. Mary's College	1	.36	-	-	2	.78	-	-
St. Teresa College	-	-	-	-	1	.39	-	-
St. Xavier College	1	.36	-	-	1	.39	-	-
South Dakota University	1	.36	-	-	-	-	-	-
Southern Illinois University	2	.73	-	-	1	.39	1	1.32

*Invalid responses

TABLE XXI (CONT'D)

QUESTIONS 12.3 AND 13: WHICH SCHOOLS ARE YOU PLANNING TO ATTEND OR ARE YOU NOW ATTENDING?
SUMMARY OF SCHOOLS

School	Plan to Attend				Attending			
	Non-Graduated		Graduated		Non-Graduated		Graduated	
	No.	%	No.	%	No.	%	No.	%
Southwest College	7	2.55	-	-	6	2.33	-	-
Southwestern College	1	.36	-	-	3	1.17	-	-
Teachers College	1	.36	-	-	-	-	-	-
Tennessee University	1	.36	-	-	-	-	-	-
Thornton Jr. College	1	.36	-	-	-	-	-	-
Triton College	1	.36	1	1.49	-	-	-	-
University of California	1	.36	-	-	1	.39	-	-
University of Chicago	5	1.82	-	-	1	.39	-	-
University of Illinois, Carbondale	1	.36	-	-	-	-	-	-
University of Illinois, Chicago Circle	43	15.64	15	22.39	32	12.45	17	22.36
University of Illinois, Urbana	2	.73	1	1.49	-	-	-	-
University of Rhode Island	3	1.09	-	-	3	1.17	-	
University of Wisconsin	2	.73	-	-	1	.39	-	-
Wabash Valley College	1	.36	-	-	-	-	-	-
Walton Community College	-	-	-	-	1	.39	-	-
Washington State University	1	.36	-	-	1	.39	-	-
Webster College	-	-	-	-	1	.39	-	-
Western Illinois University	2	.73	-	-	1	.39	-	-
William Penn College	2	.73	-	-	1	.39	-	-
William Rainey Harper	3	1.09	1	1.49	1	.39	-	-
Wright College	5	1.82	-	-	11	4.28	-	-
Valid Responses	275		67		257		76	
Blank or Invalid	667		72		685		63	
Total	942		139		942		139	

TABLE XXII

QUESTION 14: HOW WOULD YOU JUDGE THE VALUE OF YOUR EXPERIENCE AT LOOP COLLEGE?

Response	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
Excellent	193	22.36	44	32.59	237	23.75
Good	389	45.08	64	47.41	453	45.39
Average	165	19.12	24	17.78	189	18.94
Fair	81	9.39	2	1.48	83	8.32
Poor	35	4.05	1	0.74	36	3.60
Valid Responses	863	100.00	135	100.00	998	100.00
Blank or Invalid	79		4		83	
Total	942		139		1081	

TABLE XXIII - A

QUESTIONS 15 AND 16: WHAT DID YOU LIKE BEST OR LEAST ABOUT LOOP COLLEGE?
ANALYSIS, BY CATEGORY, OF POSITIVE AND NEGATIVE WRITE-IN RESPONSES, ACADEMIC CONCERNS

Academic Concerns	Non-Graduated				Graduated				Total			
	Positive		Negative		Positive		Negative		Positive		Negative	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Quality of instruction, general	172	38.83	22	16.54	35	52.24	6	20.69	207	40.59	28	17.28
2. Academic estimates of student body	6	1.35	17	12.78	-	-	5	17.24	6	1.18	22	13.58
3. Instructors, unspecified	22	4.97	-	-	-	-	1	3.45	22	4.30	1	0.62
4. Instructors, specified by course	23	5.18	6	4.51	1	1.49	2	6.90	24	4.71	8	4.94
5. Instructors, specified by course and name	20	4.51	-	-	-	-	-	-	20	3.92	-	-
6. Instructors, named	19	4.29	8	6.02	5	7.46	-	-	24	4.71	8	4.94
7. Course content, general	10	2.26	2	1.50	4	5.97	3	10.34	14	2.75	5	3.09
8. Course content, specified	56	12.64	25	18.80	1	1.49	-	-	57	11.18	25	15.43
9. Programs or curriculums, specified and unspecified	20	4.51	-	-	6	8.96	1	3.45	26	5.10	1	0.62
10. Special programs	42	9.49	-	-	2	2.98	-	-	44	8.63	-	-
11. Variety and Number of course offerings	15	3.39	4	3.01	1	1.49	1	3.45	16	3.14	5	3.09
12. Small Class size	16	3.61	-	-	6	8.96	-	-	22	4.30	-	-
13. Miscellaneous responses regarding matters academic or intellectual	22	4.97	13	9.77	6	8.96	3	10.34	28	5.49	16	9.88
14. Miscellaneous complaints, academic or intellectual	-	-	36	27.07	-	-	7	24.14	-	-	43	26.53
Sub-Total	443	100.00	133	100.00	67	100.00	29	100.00	510	100.00	162	100.00

TABLE XXIII - B

QUESTIONS 15 AND 16: WHAT DID YOU LIKE BEST OR LEAST ABOUT LOOP COLLEGE?
ANAYLSIS, BY CATEGORY, OF POSITIVE AND NEGATIVE WRITE-IN RESPONSES, NON-ACADEMIC CONCERNS

Non-Academic Concerns	Non-Graduated				Graduated				Total			
	Positive		Negative		Positive		Negative		Positive		Negative	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Class scheduling and related matters	39	5.95	40	9.85	7	5.56	5	9.09	46	5.88	45	9.76
2. Registration	2	0.30	56	13.79	-	-	15	27.27	2	0.26	71	15.40
3. Administration, Organization and Management	2	0.30	9	2.22	2	1.59	2	3.64	4	0.51	11	2.38
4. Non-intellectual, emotive evaluation of faculty	101	15.40	11	2.71	26	20.64	6	10.90	127	16.24	17	3.69
5. Non-intellectual, emotive evaluation of student body and its diversity	43	6.55	15	3.70	18	14.29	1	1.82	61	7.80	16	3.47
6. Non-intellectual emotive evaluation of "the people" at Loop	12	1.83	8	1.97	1	0.79	-	-	13	1.66	8	1.74
7. Non-intellectual, emotive evaluation of "the staff"	7	1.07	6	1.48	2	1.59	2	3.64	9	1.15	8	1.74
8. Helping, counseling and other forms of guidance	21	3.20	18	4.43	9	7.14	1	1.82	30	3.84	19	4.12
9. Atmosphere and "climate"	29	4.42	6	1.48	13	10.32	2	3.64	42	5.37	8	1.74
10. Student activites	5	0.76	2	0.49	2	1.59	-	-	7	0.90	2	0.43
11. Costs: tuition and related	61	9.30	-	-	11	8.73	-	-	72	9.21	-	-
12. Liked or disliked everything	12	1.83	8	1.97	5	3.97	-	-	17	2.17	8	1.74
13. Miscellaneous complaints, non-academic	-	-	34	8.37	-	-	11	20.00	-	-	45	9.76
14. "No Response"	322	49.09	193	47.54	30	23.81	10	18.18	352	45.01	203	44.03
Sub Total	656	100.00	406	100.00	126	100.00	55	100.00	782	100.00	461	100.00

TABLE XXIII - C

QUESTIONS 15 AND 16: WHAT DID YOU LIKE BEST OR LEAST ABOUT LOOP COLLEGE?
ANALYSIS, BY CATEGORY, OF POSITIVE AND NEGATIVE WRITE-IN RESPONSES, PLANT AND FACILITIES

Concerns With Physical Plant and Related Facilities	Non-Graduated				Graduated				Total			
	Positive		Negative		Positive		Negative		Positive		Negative	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Building, general	1	0.65	48	13.19	-	-	12	15.19	1	0.55	60	13.54
2. Building, elevators	1	0.65	54	14.84	-	-	17	21.52	1	0.55	71	16.03
3. Building, specifics other than elevators	-	-	34	9.34	-	-	8	10.13	-	-	42	9.48
4. Adequacy of facilities specified	13	8.44	30	8.24	4	13.79	2	2.53	17	9.29	32	7.22
5. Convenience of location	137	88.96	15	4.12	25	86.21	-	-	162	88.52	15	3.39
6. Parking	-	-	21	5.77	-	-	2	2.53	-	-	23	5.19
7. Cafeteria	2	1.30	43	11.80	-	-	17	21.52	2	1.09	60	13.54
8. Crowdedness, general	-	-	49	13.46	-	-	7	8.86	-	-	56	12.64
9. Crowdedness:												
elevators	-	-	33	9.07	-	-	8	10.13	-	-	41	9.26
stairs	-	-	20	5.50	-	-	-		-	-	20	4.52
10. Crowdedness, other specifics	-	-	17	4.67	-	-	6	7.59	-	-	23	5.19
Sub-Total	154	100.00	364	100.00	29	100.00	79	100.00	183	100.00	443	100.00

TABLE XXIV

QUESTION 19.1: WOULD YOU RECOMMEND LOOP COLLEGE TO OTHERS WHO MIGHT BE CONSIDERING ATTENDING?

Response	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
YES	749	92.24	126	94.74	875	92.59
NO	63	7.76	7	5.26	70	7.41
Valid Responses	812	100.00	133	100.00	945	100.00
Blank or Invalid	130		6		136	
Total	942		139		1081	

TABLE XXV

QUESTION 12: ARE YOU PLANNING TO RETURN TO LOOP COLLEGE?

Response	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
YES	434	54.05	21	16.67	455	48.98
NO	369	45.95	105	83.33	474	51.02
Valid Responses	803	100.00	126	100.00	929	100.00
Blank or Invalid	139		13		152	
Total	942		139		1081	

TABLE XXVI

QUESTIONS 18: WOULD YOU LIKE TO RECEIVE INFORMATION ABOUT THE NEW LOOP COLLEGE ALUMNI ASSOCIATION?

Response	Non-Graduated		Graduated		Total	
	No.	%	No.	%	No.	%
YES	408	50.19	90	68.70	498	52.75
NO	405	49.81	41	31.30	446	47.25
Valid Responses	813	100.00	131	100.00	944	100.00
Blank or Invalid	129		8		137	
Total	942		139		1081	

CHICAGO CITY COLLEGE

THE LOOP COLLEGE
64 EAST LAKE STREET • CHICAGO, ILLINOIS 60601 • 269-8000
OFFICE OF THE PRESIDENT

PUSCHAUTZ PAUL L
5733 N MERRIMAC
CHICAGO I 60646
531500576

SAMPLE MAILING LABEL

Dear Alumnus:

Loop College exists to serve all of its students. We can be much more effective when we know how well we have been doing our job. We are therefore asking you to complete this brief questionnaire. Please return it in the enclosed self-addressed, stamped envelope within the next few days, in time to assist us in the planning of current and future programs. All information will be treated confidentially and will be used only for the purpose of serving all of our students better. We appreciate your help.

Cordially yours,

David H. Heller

David H. Heller, President

SURVEY OF FORMER LOOP COLLEGE STUDENTS

1. Were you enrolled at Loop College in the Fall 1972 semester? ☐ Yes ☐ No

2. Including Summer Sessions, how many semesters were you enrolled at Loop College before the Fall 1972 semester?
   ☐☐ Indicate Number

3. If you enrolled at Loop College in one or more of the following semesters, indicate which ones:
   ☐ Spring 1973 ☐ Summer 1973 ☐ Fall 1973

4. How many credit hours have you completed at Loop College? ☐☐ Indicate Number

5. What was your main purpose for attending Loop College? CHECK ONE ONLY.
   (1) ☐ Individual courses for self-improvement and enrichment only
   (2) ☐ Individual courses for improvement of job skills
   (3) ☐ Completion of a 2-yr. degree program for transfer to a 4-yr. college or university
   (4) ☐ Course credits only in preparation for transfer to a 4-yr. college or university
   (5) ☐ Completion of a 2-yr. occupational degree program
   (6) ☐ Completion of a specific certificate program of one year or less
   (7) ☐ Took courses at Loop College, while enrolled in another college
   (8) ☐ Already a college graduate but took courses at Loop College for a special purpose
   (9) ☐ Other purposes, please explain: Question 5.1

6. Did you achieve the purpose stated above? ☐ Yes ☐ No
   If not, please explain Question 6.1

7. Did you graduate from Loop College? ☐ Yes ☐ No

8. What is the highest degree you have attained to date?
   ☐ A.A. or A.A.S. ☐ B.A. or B.S. ☐ M.A. or M.S. ☐ Ph.D ☐ Other
   Which college and university awarded your highest degree? Question 8.1

9. Are you working at present? ☐ Yes ☐ No

10. If you are employed, is your work: ☐ Part-time or ☐ Full-time

10.1. If you are employed, are you working at a job for which you received preparation at Loop?
   ☐ Yes ☐ No

10.2. If you are employed, is your present work related to your long-range career goals?
   ☐ Yes ☐ No

11. If you are not employed, which one of the following best applies to you?

(1) ☐ Am a homemaker

(2) ☐ Am in military service

(3) ☐ Am retired

(4) ☐ Am looking for a job

(5) ☐ Other, please explain: Question 11.1

11.2. If you are not employed, are you looking for a job for which you received preparation at Loop?

☐ Yes ☐ No

11.3 Do you need help in finding a job? ☐ Yes ☐ No

12. Are you planning to return to Loop College? ☐ Yes ☐ No

If yes, when? Question 12.1 Why? Question 12.1.1

12.2 Are you planning to attend another college? ☐ Yes ☐ No

If yes, which college? Question 12.3 When will you enroll? Question 12.4

In what field do you expect to major? Question 12.5

13. If you are attending a college or university at the present time, in which one are you enrolled? Question 13 When did you enroll? Question 13.1

13.2. Are you enrolled: ☐ Part-time or ☐ Full-time

13.3. Are you enrolled: ☐ Day or ☐ Evening

13.4. How many Loop College credit hours were you able to transfer? ☐☐ Indicate Number

What is your major? Question 13.5

13.6. Does the program in which you were enrolled at Loop have anything to do with your present major?

☐ Yes ☐ No

14. How would you judge the value of your experience at Loop College?

☐ Excellent ☐ Good ☐ Average ☐ Fair ☐ Poor

15. What did you like best about Loop? _____

_____

16. What did you like least about Loop? _____

_____

17. Which Loop College courses helped you most? _____

_____

18. Would you like to join or receive information about the new Loop College Alumni Association?

☐ Yes ☐ No

19. We will appreciate your comments about your educational experiences at Loop College, pro or con, including your suggestions as to how the programs and courses might be improved:

_____

_____

_____

19.1. Would you recommend Loop College to others who might be considering attending?

☐ Yes ☐ No

20. Please note below any news you may have about yourself, your job, promotions, scholastic and other achievements, etc., for use by the Loop College Alumni Association and in City Colleges of Chicago publications:

THANKS FOR YOUR INTEREST AND COOPERATION

Please return to:

THE LOOP COLLEGE
Office of Planning, Research and Evaluation
64 East Lake Street
Chicago, Illinois 60601

Self-addressed and stamped return envelope is enclosed.

OPRE: 10-10-73 72-386.3/.5

CHICAGO
CITY
COLLEGE

THE LOOP COLLEGE
64 EAST LAKE STREET • CHICAGO, ILLINOIS 60601 • 269-8000
OFFICE OF THE PRESIDENT

53

SECOND REQUEST
PLEASE RESPOND

Dear Alumnus:

Loop College exists to serve all of its students. We can be much more effective when we know how well we have been doing our job. We are therefore asking you to complete this brief questionnaire. Please return it in the enclosed self-addressed, stamped envelope within the next few days, in time to assist us in the planning of current and future programs. All information will be treated confidentially and will be used only for the purpose of serving all of our students better. We appreciate your help.

Cordially yours,

David H. Heller

David H. Heller, President

APPENDIX II

QUESTIONS 19 AND 20: SAMPLING OF STATEMENTS BY FORMER STUDENTS ABOUT THEIR EDUCATIONAL EXPERIENCES AT LOOP COLLEGE, THEIR PURPOSES, ACCOMPLISHMENTS, AND SUGGESTIONS AS TO HOW PROGRAMS, COURSES AND INSTRUCTION MIGHT BE IMPROVED: A CONTENT ANALYSIS OF WRITE-IN RESPONSES.

In selecting these responses, an effort was made not to duplicate content covered in Table XXXIII (Questions 15 and 16) concerning what the students liked best or least about Loop College. This explains why comments about the school's facilities, variety and number of courses and scheduling are not often included here.

A majority of the students responded frankly and favorably as follows:

Positive Responses of the Non-Graduated

1. I have bragged about Loop College--a down-to-earth school with the best foreign language program anywhere I know of.

2. My educational experience at Loop was excellent--the classes I took were great!

3. Your Executive Development Program provided excellent training for a member of the city management staff.

4. I enjoyed meeting people from different walks of life--all working to better themselves--as much as I enjoyed the courses themselves.

5. That I am an honor student speaks well for the preparation I received at Loop.

6. My years at Loop have been very rewarding. The teachers put forth every effort to allow everyone a chance.

7. Taking Child Development classes enriched my ability to understand children of all ages. I am now a foster parent of two children and can really understand and help them, thanks to the classes taken at Loop.

8. I really enjoyed my learning experience at Loop especially in the area of Biology. The department had a great effect on my decision to become a scientist. It should have more funds to expand its program. Its staff is excellent.

9. Data Processing has helped me to obtain a better job.

10. I don't have any complaints. Loop is first-rate!

11. The quality of instruction was certainly comparable to other colleges I attended for which my family paid a large tuition. I'm very glad for the opportunity to get a good education at a low cost.

12. After being a high school dropout, I decided fifteen years later to go back and get an education and become a nurse. I was very frightened at first but found everyone friendly and willing to help. I finished my academic courses successfully and am now working as a RN. I have been promoted to Coordinator of Continuing Education (in-service) at Augustana Hospital.

13. I am a bi-lingual secretary for the Spanish Task Force of Catholic Charities. The Spanish classes at Loop helped me enormously.

14. I enjoyed all my courses. My two daughters are attending now.

15. With the help of the College Acceleration Program, I won a four year scholarship to Illinois State University.

16. Since I began attending Loop in 1966, I have been promoted at work and my salary has doubled.

17. I was able to make Dean's List at the University of Illinois-Chicago Circle Campus because of my preparation at Loop.

18. The service Loop College is providing full time police officers at the Police Academy is excellent.

19. I was an honor student at Loop before transferring to Northern Illinois University and earning my B. A. At the American National Bank and Trust Company, I began as secretary to the head of the Probate Division and have been promoted to Probate Assistant.

20. I have seen that Loop Students like myself at Roosevelt have few academic problems. I am president of my fraternity. I plan to begin work on my masters at the University of Chicago in the Fall.

21. During my stay I came to enjoy very much the warm personal relationships between students and teachers.

22. I studied sociology and am now the Director for a Drug Abuse Program.

23. Being a high school dropout I was fearful that I would not be able to accomplish my goal. But after I got my G.E.D. at Loop, I talked with my teachers about how long I'd been out of school. They were more than glad to help me. At 35 and with five children, I am Coordinator for Continuing Education of Augustana Hospital.

24. Offering courses on television was a master stroke for housewives with small children and working people who find it too exhausting to work all day and be alert for new information at night school.

25. I was 75 years old when I enrolled at Loop. I am now 77. It took me thirty-seven years to get my degree.

Positive Responses of the Graduated

1. If it weren't for the guidance and kindness I received at Loop, I wouldn't be where I am today.

2. I developed enough self-confidence at Loop to have the courage to enter a four-year university.

3. I'll never forget that I came to Loop so uninformed and lacking in self-confidence. I left with my head held high and with an excellent background. I miss Loop very much.

4. Loop put up with me. When I was a student I had many complaints, but now I can only make one comment: I miss my school!

5. The school seemed to be in order. Everything ran very smoothly.

6. Thanks to Loop, I qualified for the Honor Roll after one semester at Northeastern University.

7. I sincerely believe that Loop was instrumental in my being promoted to Lieutenant of Police.

8. I am now under contract to record twelve songs, and the music courses I took helped me to become a better musician.

9. My educational experience was excellent. I really think that anyone hoping to attend a four-year university should first go to a junior college where classes are small and teachers have time for you. At "Circle," where there may be 300 enrolled in a course, student-teacher interaction is impossible.

10. I am currently Acting Director of Administration for the Milwaukee area office of HUD and also coordinator of the regional Federal Women's Program.

11. Loop gave me my push. It got me started. Now I can't do anything but keep going up. I feel that there's no stopping me!

12. While attending Loop, I up-graded myself at my work. My salary has more than doubled. I'd like to add that I am better equipped to help my children do their homework.

On the other hand, some students responded frankly but negatively:

Negative Responses of the Non-Graduated

1. My unrewarding experience at Loop was mainly due to my own immaturity and indecisiveness regarding my career goals.

2. I'd like to see a tighter ship.

3. Night school students get the shaft when it comes to choice of subjects each semester.

4. Something has to be done about the building. Studying is impossible in such depressing surroundings.

5. Going to Loop was nothing but mass confusion. The courses were good but the instructors were poor and nothing had any type of organization what-so-ever.

6. Occasionally you get a teacher who comes unprepared and doesn't give a damn, but most are hardworking and want you to work hard too.

Some students responded with constructive suggestions:

Suggestions of the Non-Graduated

1. If teachers didn't go so fast, students would be more sure they are absorbing the material and developing their faculties--not just trying to get good grades.

2. There should be more group sessions for Latinos.

3. Do more to convince students to finish their schooling no matter what. Factory work is murder. That's why I'm coming back to Loop.

4. Why can't students use the same I.D. card every time they go through registration? Filling out the same forms semester after semester is a tremendous waste of time.

5. There ought to be less lecturing and more class discussion.

6. The school should be open twenty-four hours a day so that anyone can choose whatever hours they need. I don't feel that Loop is really serving the community when it closes.

7. Improved facilites would be a big plus.

Suggestions of the Graduated

1. A grooming course would really help some young ladies. I'd never go to the cleaners looking the way they do.

2. I suggest that counseling be mandatory for students preparing to transfer so that they can avoid compiling unnecessary credits.

3. My only suggestion is that each department have a club.

APPENDIX III

SUMMARY OF THE REASONS STUDENTS WHO WERE ENROLLED IN NINE OR MORE HOURS GAVE FOR COMPLETE WITHDRAWAL FROM LOOP COLLEGE, DURING TERMINAL COUNSELING INTERVIEWS 1972-73

Counselors in the Office of Student Personnel conduct terminal interviews with all full-time students (nine or more semester hours) who request a complete withdrawal. This may occur at any time during the semester. Of course, many students do not make such formal withdrawal applications.

There are two main benefits of these conferences: the counselor assists in determining whether there is any possibility of helping and retaining the student by identifying and providing insights for solutions to any personal or academic problems; and, if the student must leave the College, the counselor offers assistance in vocational placement or other needed services through proper referral information. An analysis of the reasons given to their counselors by 256 full-time students who officially withdrew during four semesters in 1972-73 indicates that most of the complete withdrawals were for reasons over which the College has little or no control. This data is summarized in a table which is part of this appendix. Similar data on part-time withdrawals is being sought.

APPENDIX III

SUMMARY OF THE REASONS STUDENTS WHO WERE ENROLLED IN NINE OR MORE HOURS GAVE FOR COMPLETE WITHDRAWAL FROM LOOP COLLEGE, DURING TERMINAL COUNSELING INTERVIEWS 1972-73.

Reasons	Fall '72		Spring '73		Summer '73		Fall '73		Total	
	#	%	#	%	#	%	#	%	#	%
Lack of Interest	-	-	-	-	-	-	3	2.70	3	2.70
Employment	12	23.09	19	23.46	5	41.67	25	22.52	61	23.83
Personal Problems	8	15.38	3	3.71	2	16.66	12	10.81	25	9.77
Family Problems	7	13.46	6	7.41	3	5.00	16	14.42	32	12.50
Moving	7	13.46	8	9.88	-	-	-	-	15	5.86
Illness	6	11.54	15	18.51	2	16.67	26	23.42	49	19.14
Admitted to Another School	3	5.77	3	3.71	-	-	5	4.51	11	4.30
Financial Problems	3	5.77	10	12.34	-	-	13	11.71	26	10.16
Military Service	2	3.85	1	1.23	-	-	2	1.80	5	1.95
Change of Career Plans	1	1.92	1	1.23	-	-	-	-	3	1.17
Leave of Absence Cancelled	1	1.92	-	-	-	-	-	-	1	.39
Misprogrammed	1	1.92	-	-	-	-	-	-	1	.39
Excessive absences	1	1.92	6	7.41	-	-	8	7.21	15	5.86
Unable to adjust	-	-	3	3.71	-	-	-	-	3	1.17
Pregnancy	-	-	2	2.47	-	-	-	-	2	.78
Registered for Sole Purpose of Getting I-20 (Immigration Form)	-	-	2	2.47	-	-	-	-	2	.78
Inadequate Time to Study	-	-	1	1.23	-	-	-	-	1	.39
Instructor's Suggestion	-	-	1	1.23	-	-	-	-	1	.39
Total	52	100.00	81	100.00	12	100.00	111	100.00	256	100.00

APPENDIX IV

NOTE ON PROFILES OF THE FALL 1972 LOOP COLLEGE GRADUATED AND NON-GRADUATED STUDENTS

Starting in Fall 1971, a Loop College Student Self-Study and Curriculum Survey questionnaire was prepared almost every semester by the Office of Planning, Research and Evaluation. Different forms of this questionnaire, which were designed for the special requirements of each registration period, were administered to nearly every student that enrolled. All of the student reponses have been analyzed to date and are providing useful, longitudinal research data on a broad range of student characteristics. A variety of studies and sets of profiles are being developed from this data source.

For the purposes of this study, separate profiles of the characteristics of both the non-graduated and graduated former students have been prepared, based on the Fall 1972 Self-Study and Curriculum Survey. A sample of the Self-Study questionnaire is included in Appendix V, pages 62-65. Separate profiles have also been prepared, for both the non-graduated and graduated groups, which are based on their responses to questionnaire items in the present Survey of Former Loop College Students (See Appendix I, pages 49-53). The combined set of four profiles offers some very basic data on Loop College student characteristics which will be used for further study (See Supplement IV).

Additional reference data displays the detailed or individual responses to each item, on both the Self-Study and Former Student questionnaires, of each student in the respondent population surveyed for this inter-semester follow-up study. Response analysis keys have also been provided for accessing the original responses of individual students included in this group (See Supplements V and VI).

APPENDIX V

CITY COLLEGES OF CHICAGO
THE LOOP COLLEGE

SAMPLE
Student Self-Study Survey
Fall 1972

Dear Student:

The following information is required for admission. You will not be registered until this form is completed and returned. Should you need help, please see an advisor or counselor. All answers will be treated confidentially and will help us serve you better. Thank you.

David H. Heller, President

1. Residents and Non-Residents of Chicago: Print One Letter Of Your Name In Each Of The Boxes:

LAST NAME | FIRST NAME | MI

Chicago Resident ☐ Non-Resident ☐ Telephone Number (AREA CODE) (NUMBER)

Print Your Address: Street Number, Direction (N., S., E., W.), Street Name, And Type (Street, Ave., Blvd., Lane, Place, etc.)

STREET NUMBER | D. | STREET NAME | TYPE | ZIP CODE

SOCIAL SECURITY NUMBER | TODAY'S DATE (MONTH DAY) | BIRTH DATE (MONTH DAY YEAR) | MALE | FEMALE

2. For us to comply with Title VI of the Civil Rights Act, please indicate your predominant racial-ethnic background:

(1) ____ Caucasian or White American
(2) ____ Afro or Black American
(3) ____ Spanish American
(4) ____ American Indian
(5) ____ Oriental American
(6) ____ Other

3. Indicate whether you are a foreign student:

(1) ____ Yes
(2) ____ No

Your country of origin is _____

4. What do you estimate your own, independent annual income to be (before taxes)?

(1) ____ 0 to $599
(2) ____ $600 to $2,999
(3) ____ $3,000 to $5,999
(4) ____ $6,000 to $7,499
(5) ____ $7,500 to $8,999
(6) ____ $9,000 to $11,999
(7) ____ $12,000 or over per year
(8) ____ Don't know
(9) ____ This information is confidential.

5. According to your income tax form, how many other people are dependent on your financial support?

(1) ____ None
(2) ____ One
(3) ____ Two
(4) ____ Three
(5) ____ Four
(6) ____ Five
(7) ____ Six or more

6. Estimate your parents' annual income (before taxes).

(1) ____ 0 to $599
(2) ____ $600 to $2,999
(3) ____ $3,000 to $5,999
(4) ____ $6,000 to $7,499
(5) ____ $7,500 to $8,999
(6) ____ $9,000 to $11,999
(7) ____ $12,000 or over per year
(8) ____ Don't know
(9) ____ This information is confidential.

7. Number in family dependent on your parents' income:

(1) ____ None
(2) ____ One
(3) ____ Two
(4) ____ Three
(5) ____ Four
(6) ____ Five
(7) ____ Six or more

8. Have you received Student Financial Aid or other forms of financial assistance at this college or another institution before?
   (1) _____ Yes
   (2) _____ No
   Check type:
   (3) _____ Educational Opportunity Grant
   (4) _____ National Defense Student Loan
   (5) _____ Guaranteed Bank Loan
   (6) _____ Law Enforcement Education Program
   (7) _____ G.I. Bill
   (8) _____ Other

9. Marital status:
   (1) _____ Single
   (2) _____ Married
   (3) _____ Separated
   (4) _____ Divorced
   (5) _____ Widowed

10. What is the maximum number of hours you will work per week?
   (1) _____ 1-4 hours
   (2) _____ 5-10 hours
   (3) _____ 11-14 hours
   (4) _____ 15-20 hours
   (5) _____ 21-25 hours
   (6) _____ 26-30 hours
   (7) _____ 31-35 hours
   (8) _____ 35-40 hours
   (9) _____ Over 40 hours
   (10) _____ None (Go to 12)

11. What is the name and address of your main place of employment? (Please include ZIP CODE in boxes below.)

_____

_____

_____ Zip Code [ ][ ][ ][ ][ ]

12. When you work, what kind of work do you do? (Please describe, giving your title.)

_____

_____

_____

13. Is your work related to your career objectives?
   (1) _____ Yes
   (2) _____ No
   Please explain your career objectives_____

_____

_____

14. If you do not have a definite career goal at this time, do you wish help in making a decision?
   (1) _____ Yes
   (2) _____ No

15. Check the statement that applies to your registration at Loop College.
   (1) _____ This is my first registration at this college.
   (2) _____ I was registered at this college last semester.
   (3) _____ I have registered here before, but not last semester.

16. Are you transferring TO Loop College FROM another institution of higher learning this semester?
   (1) _____ Yes; If so, indicate institution in A or B below.
   (2) _____ No

   A. Four Year Colleges or Universities
   (1) _____ Roosevelt University
   (2) _____ Northeastern Illinois State University
   (3) _____ University of Illinois, Chicago Circle
   (4) _____ University of Illinois, Urbana
   (5) _____ Northern Illinois University
   (6) _____ DePaul University
   (7) _____ Illinois Institute of Technology
   (8) _____ Northwestern University
   (9) _____ Chicago State University
   (10) _____ North Park College
   (11) _____ University of Chicago
   (12) _____ Western Illinois University
   (13) _____ Other Illinois college or university
   (14) _____ Other college or university outside of Illinois

   B. Junior Colleges
   (15) _____ Mayfair (Amundsen)
   (16) _____ Southwest (Bogan)
   (17) _____ Malcolm X (Crane)
   (18) _____ Southeast (Fenger)
   (19) _____ Kennedy-King (Wilson)
   (20) _____ Wright
   (21) _____ Other junior college in Illinois
   (22) _____ Other junior college outside Illinois

17. This semester, are you enrolling in:
   (Check One Only)
   (1) _____ Morning Classes Only, 8 a.m. to 12 noon
   (2) _____ Afternoon Classes Only, after 12 noon to 5 p.m.
   (3) _____ Evening Classes Only, 5 p.m. to 10 p.m.
   (4) _____ Both Morning and Evening Classes
   (5) _____ Both Afternoon and Evening Classes
   (6) _____ Saturday Morning Only
   (7) _____ Any Other Time? Please Fill In:

_____

18. Indicate the total number of credit hours which you have earned to date at all accredited colleges, including Loop.
   (1) _____ None
   (2) _____ 1-15 hours
   (3) _____ 16-30 hours
   (4) _____ 31-45 hours
   (5) _____ 46-60 hours
   (6) _____ 61 or more hours

19. What high school did you last attend? None ☐ (1) High school outside of Chicago ☐ (2)
High school in Chicago: Public ☐ (3) Private ☐ (4) Parochial ☐ (5)

Please indicate below the high school in Chicago you last attended by circling the T-code number next to its name and entering the number circled in the space provided here: T ☐☐☐

Austin Evening High School	T 005	Illinois Children Hospital H.S.	T 260	St. Benedict High School	T 500
Chester High School	T 010	Immaculata High School	T 265	St. Casimir High School	T 505
Academy of Our Lady	T 015	James Commercial High School	T 270	St. Columbkille Commercial H.S.	T 510
Alvernia High School	T 020	Josephinum High School	T 275	St. Elizabeth High School	T 515
American School	T 025	Kelly High School	T 280	St. Francis DeSales High School	T 520
Amundsen High School	T 030	Kelvyn Park High School	T 285	St. Gabriel High School	T 525
Angel Guardian High School	T 035	Kennedy High School	T 287	St. Gregory High School	T 530
Aquinas Dominican High School	T 040	Lake View High School	T 290	St. Ignatius High School	T 535
Austin High School	T 045	Lane Technical High School	T 295	St. Joseph High School	T 540
Bateman High School	T 050	Latin School of Chicago	T 300	St. Mary High School	T 545
Bogan High School	T 055	Lee High School	T 305	St. Mary of Perpetual Help	T 550
Bowen High School	T 060	Lindblom High School	T 310	St. Mel High School	T 555
Britannica Academy	T 065	Little Flower High School	T 315	St. Michael Central Girls H.S.	T 560
Calumet High School	T 070	Loretto Academy	T 320	St. Michael Central H.S.	T 565
Carver High School	T 075	Loretto High School	T 325	St. Michael Girls High School	T 570
Cathedral High School	T 080	Lourdes High School	T 330	St. Patrick Academy	T 575
Central YMCA Evening H.S.	T 085	Luther High School North	T 335	St. Patrick's High School	T 580
Central YMCA High School	T 090	Luther High School South	T 340	St. Patrick School	T 585
Chicago Jewish Academy	T 095	Madonna High School	T 345	St. Paul High School	T 587
Chicago Vocational High School	T 100	Maria High School	T 350	Sts. Peter and Paul High School	T 590
Cooley High School	T 105	Marist High School	T 353	St. Philip Basilica	T 595
Crane High School	T 110	Marshall High School	T 355	St. Philomena Commercial H.S.	T 600
Cregier Vocational High School	T 115	Mather High School	T 360	St. Pius Commercial High Schoo	T 605
De La Salle High School	T 120	McAuley Liberal Arts School	T 365	St. Procopius High School	T 610
De Paul Academy	T 125	Mendel Catholic High School	T 370	St. Rita High School	T 615
Dunbar Vocational High School	T 130	Mercy High School	T 375	St. Scholastica High School	T 620
DuSable High School	T 135	Morgan Park High School	T 380	St. Sebastian High School	T 625
Englewood High School	T 140	Morgan Park Academy	T 385	St. Stanislaus Kostka H.S.	T 630
Englewood Evening High School	T 145	Mount Carmel High School	T 390	St. Thomas Apostle High School	T 635
Farragut High School	T 150	North Park College Academy	T 395	St. Willibrord High School	T 640
The Faulkner School	T 155	Norwood Park Branch – Taft	T 400	Schurz High School	T 645
Fenger High School – Curtis Br.	T 160	Notre Dame High School	T 405	Senn High School	T 650
Fenger High School	T 165	Parker High School	T 410	Siena High School	T 655
Flower Vocational High School	T 170	Francis W. Parker High School	T 415	South Shore High School	T 660
Foreman High School	T 175	Phillips High School	T 420	Spalding High School	T 665
Gage Park High School	T 180	Prosser Vocational High School	T 425	Steinmetz High School	T 670
Gonzales Branch – Kelly	T 185	Providence High School	T 430	Smyth High School	T 675
Good Counsel High School	T 190	West Pullman Branch – Fenger	T 435	Sullivan High School	T 680
Gordon Tech High School	T 195	Quigley Prep. Seminary North	T 440	Tarr High School	T 685
Hales Franciscan High School	T 200	Quigley Prep. Seminary South	T 445	Tilden Tech High School	T 690
Harlan High School	T 205	Resurrection High School	T 450	Tuley High School	T 695
Harper High School	T 210	Brother Rice High School	T 455	University of Chicago Lab School	T 700
Harrison Tech High School	T 215	Richards Vocational High School	T 460	Visitation High School	T 705
Harvard–St. George School	T 220	Roosevelt High School	T 465	Von Steuben High School	T 710
Heart of Mary School	T 225	Sacred Heart Convent	T 470	Waller High School	T 715
Hirsch High School	T 230	Sacred Heart High School	T 475	Washburne Trade School	T 720
Holden Branch – Kelly	T 235	St. Alphonsus Commercial H.S.	T 480	Washington High School	T 725
Holy Family Academy	T 240	St. Ann High School	T 485	Weber High School	T 730
Holy Trinity High School	T 245	St. Augustine High School	T 490	Wells Senior High School	T 735
Hubbard High School	T 250	St. Barbara High School	T 495	Westcott Vocational High School	T 740
Hyde Park High School	T 255				

20. In what quarter of your high school graduating class did you rank?

(1) ___ Top Quarter
(2) ___ Second Quarter
(3) ___ Third Quarter
(4) ___ Bottom Quarter
(5) ___ Did not graduate

21. What is the highest level of education you have completed to date? (Check ONE Only)

(1) ___ Elementary School
(2) ___ High school, less than graduation
(3) ___ High school, graduation or equivalent
(4) ___ Vocational-Technical school
(5) ___ College, less than 4 years
(6) ___ Professional certificate (no degree)
(7) ___ Bachelor's degree program
(8) ___ Master's degree program
(9) ___ Doctorate (Ph.D., Ed.D.) program
(10) ___ Other (Please explain):

_____

22. Do you feel you would benefit from special assistance designed to develop your proficiency in one or more of the following areas:

(1) ___ Reading
(2) ___ Writing
(3) ___ English Conversation
(4) ___ Mathematics
(5) ___ Study Habits
(6) ___ None
(7) ___ Other (Please explain):

_____

23. What is your main purpose for enrolling in Loop College at this time? (Check ONE Only)

(1) ___ Individual college courses only
(2) ___ In-service-training for occupational improvement
(3) ___ Non-degree, pre-service training to prepare for an occupation upon graduation
(4) ___ Graduation from 2-year Loop College degree program
(5) ___ Preparation for transfer to a 4-year institution
(6) ___ Other (Please explain):

_____

(cont. in next column)

24. What is your ultimate educational goal? (Check ONE Only)

(1) ___ Personal self-enrichment only
(2) ___ Certificate program at Loop
(3) ___ AA or AAS 2-year degree
(4) ___ Bachelor's degree
(5) ___ Master's degree
(6) ___ Doctorate (Ph.D., Ed.D.) or post-doctoral degree
(7) ___ Doctor (M.D.), Dentist (D.D.S.), Lawyer or other professional degree

25. Select the phrase which best describes your plans.

(1) ___ I plan to return to Loop College next semester
(2) ___ I plan to be here this semester only
(3) ___ I am not sure of my plans

26. Indicate in which Loop College program you are enrolling: Check ONE box and enter code here ☐☐☐
Accuracy is essential. See an advisor or counselor for help if you do not find your program on this list.

APPLIED SCIENCES, TECHNICAL & [illegible] PROGRAMS

Chemical Technician Program (Industrial Chemistry)	☐	(100)
Environmental Control Technology	☐	(110)
Waste Water Technician Program	☐	(111)
Ornamental Horticulture	☐	(120)
Architecture	☐	(130)
Architecture & Engineering General Program	☐	(131)
Architectural Drafting	☐	(132)
Civil Technology -- Structural Option	☐	(140)
Civil Technology -- Highway Option	☐	(141)
Engineering Technology	☐	(133)
Highway Engineering Aide	☐	(142)
Building Code Enforcement Program	☐	(150)
Building Code Enforcement Cadet Program	☐	(151)
Housing Rehabilitation Advisors Program	☐	(152)
_____	☐	(170)

BUSINESS, DATA PROCESSING & MANAGEMENT SCIENCES

General Business	☐	(360)
Business Administration	☐	(380)
Accounting	☐	(390)
Marketing (Retail Mid-management)	☐	(370)
Merchandising	☐	(371)
Secretarial	☐	(380)
Co-op Program -- Accounting	☐	(390)
Co-op Program -- Management	☐	(381)
Co-op Program -- Merchandising	☐	(367)
Co-op Program -- Secretarial	☐	(383)
General Office Occupations	☐	(384)
Clerical Skills	☐	(382)
Essential Office Skills	☐	(385)
Data Processing -- Business Programmer	☐	(350)
Data Processing -- Equipment Operator	☐	(351)
Intensive Apparel	☐	(362)
_____	☐	(360)

HUMAN SERVICES, EDUCATION & PUBLIC SERVICES

Administrative Services		
PSI General Program	☐	(201)
Executive Development Program	☐	(202)
Entrepreneur Counselor Aide Program	☐	(203)
Management & Supervision Program	☐	(204)
Personnel Analyst Program	☐	(206)
Criminal Justice		
Law Enforcement	☐	(210)
Correction Administration	☐	(211)
Probation Administration	☐	(212)
Joint Police Academy Programs		
Police Recruit Training Program	☐	(220)
Youth Officers	☐	(221)
Policewomen Recruit Program	☐	(222)
Supervisory Personnel	☐	(223)
Community Service Aides	☐	(224)
Child Development		
Pre-school Education	☐	(230)
Residential Child Care (Special Education)	☐	(231)
Teacher Aides (Elementary Education)	☐	(232)
Human and Social Services		
Library Technology	☐	(240)
Refugee and Relocation Advisors	☐	(241)
Residential Planners	☐	(242)
Recreation Aides	☐	(243)
Pre-Law	☐	(260)
Pre-Social Service	☐	(270)
Pre-Teaching		
Elementary School	☐	(280)
High School	☐	(281)
Other Teaching (Please describe below):		
_____	☐	(282)
_____	☐	(290)

HEALTH & MEDICAL ARTS

Dental Assisting	☐	(401)
Food Service Supervision	☐	(410)
Medical Secretary	☐	(420)
Joint Hospital Program	☐	(430)
Pre-Dentistry	☐	(450)
Pre-Medicine	☐	(451)
Pre-Optometry	☐	(452)
Pre-Pharmacy	☐	(453)
_____	☐	(460)

FINE ARTS, HUMANITIES & COMMUNICATIONS

Commercial Art	☐	(101)
Commercial Music	☐	(102)
Pre-Art Transfer Program	☐	(510)
Pre-Foreign Language Transfer Program	☐	(520)
Pre-Journalism	☐	(530)
Pre-Music	☐	(535)
Pre-Speech & Drama	☐	(540)
General Education: Describe interest or discipline:		
_____	☐	(550)
_____	☐	(560)

27. In addition to the regular program you have designated above you may also designate ONE of the "special programs" shown below:

SPECIAL PROGRAMS

Dean's Scholar Program (Honors Program)	☐	(1)
English as a Second Language	☐	(7)
International Students' Program	☐	(3)
Individual Needs (IN) Program	☐	(4)
Community Service Aides	☐	(5)
Adult Education	☐	(6)
Other Special Program (Please explain below:)	☐	(9)

_____

OPRE: 7-21-72 REV.

APPENDIX VI

TRENDS IN FULL-TIME/PART-TIME, DAY/EVENING AND EQUIVALENT FULL-TIME ENROLLMENT AT LOOP COLLEGE, 1970-1971 THROUGH 1974-1975

		Page
A.	Distributions of Full-time and Part-time Headcount Enrollment, Fall 1970 Through Spring 1975.	67
B.	Changes in Full-time and Part-time Headcount Enrollment, Fall 1970 Through Spring 1975.	68
C.	Distribution of Day/Evening and Full-time/Part-time Headcount Enrollment, Fall 1970 Through Spring 1975.	70
D.	Changes in Day and Evening Headcount Enrollment, Fall 1970 Through Spring 1975.	72
E.	Ratio of Headcount to Equivalent Full-time Enrollment, 1970-71 Through 1974-75.	74
F.	Distribution of Full-time and Part-time Headcount Enrollment for All the Community Colleges in the State of Illinois, Fall 1972 Through Fall 1974.	75
G.	Changes in Full-time and Part-time Headcount Enrollment for All the Community Colleges in the State of Illinois, Fall 1972 Through Fall 1974.	76

CITY COLLEGES OF CHICAGO
THE LOOP COLLEGE

APPENDIX VI-A

DISTRIBUTIONS OF FULL-TIME AND PART-TIME HEADCOUNT ENROLLMENT FALL 1970 THROUGH SPRING 1975

Fall Semester

	1970		1971		1972		1973		1974	
	HC	%	HC	%	HC	%	HC	%	HC	%
Full-time	2,511	30.12	1,883	18.57	1,485	14.28	2,031	18.91	1,301	11.86
Part-time	5,826	69.88	8,259	81.43	8,917	85.72	8,709	81.09	9,670	88.14
Total	8,337	100.00	10,142	100.00	10,402	100.00	10,740	100.00	10,791	100.00

Spring Semester

	1971		1972		1973		1974		1975	
	HC	%	HC	%	HC	%	HC	%	HC	%
Full-time	2,700	29.01	1,933	19.14	2,255	21.22	1,898	17.31	1,613	14.40
Part-time	6,607	70.99	8,165	80.86	8,373	78.78	9,067	82.69	9,589	85.60
Total	9,307	100.00	10,098	100.00	10,628	100.00	10,965	100.00	11,202	100.00

Academic Year

	1970-71		1971-72		1972-73		1973-74		1974-75	
	HC	%	HC	%	HC	%	HC	%	HC	%
Full-time	5,211	29.53	3,816	18.85	3,740	17.78	3,929	18.10	2,914	13.14
Part-time	12,433	70.47	16,424	81.15	17,290	82.22	17,776	81.90	19,259	86.86
Total	17,644	100.00	20,240	100.00	21,030	100.00	21,705	100.00	22,173	100.00

Note: Full-time students are enrolled for 12 or more course credit hours; and part-time students for less than 12 hours.

OPRE: 3-3-75

74.500.1

CITY COLLEGES OF CHICAGO
THE LOOP COLLEGE

APPENDIX VI-B

CHANGES IN FULL-TIME AND PART-TIME HEADCOUNT ENROLLMENT FALL 1970 THROUGH SPRING 1975

	Fall Semester				
	1970	1971	1972	1973	1974
Full-time Headcount	2,511	1,883	1,485	2,031	1,301
Percent of change					
from Fall 1970	--	-25.01	-40.86	-19.12	-48.19
Fall 1971	--	--	-21.14	+7.86	-30.91
Fall 1972	--	--	--	+36.77	-12.39
Fall 1973	--	--	--	--	-35.94
Part-time Headcount	5,826	8,259	8,917	8,709	9,670
Percent of change					
from Fall 1970	--	+41.76	+53.06	+49.49	+65.98
Fall 1971	--	--	+7.97	+5.45	+17.08
Fall 1972	--	--	--	-2.33	+8.44
Fall 1973	--	--	--	--	+11.03
Total Enrollment	8,337	10,142	10,402	10,740	10,971
Percent of change					
from Fall 1970	--	+21.65	+24.77	+28.82	+31.59
Fall 1971	--	--	+2.56	+5.90	+8.17
Fall 1972	--	--	--	+3.24	+5.47
Fall 1973	--	--	--	--	+2.15

	Spring Semester				
	1971	1972	1973	1974	1975
Full-time Headcount	2,700	1,933	2,255	1,898	1,613
Percent of change					
from Spring 1971	--	-28.41	-16.48	-29.70	-40.26
Spring 1972	--	--	+16.66	-1.82	-16.55
Spring 1973	--	--	--	+15.84	-28.48
Spring 1974	--	--	--	--	-15.02
Part-time Headcount	6,607	8,165	8,373	9,067	9,589
Percent of change					
from Spring 1971	--	+23.58	+26.73	+37.23	+45.13
Spring 1972	--	--	+2.55	+11.05	+17.44
Spring 1973	--	--	--	+8.29	+14.52
Spring 1974	--	--	--	--	+5.76
Total Enrollment	9,307	10,098	10,628	10,965	11,202
Percent of change					
from Spring 1971	--	+8.50	+14.19	+17.82	+20.36
Spring 1972	--	--	+5.25	+8.59	+10.93
Spring 1973	--	--	--	+3.17	+5.40
Spring 1974	--	--	--	--	+2.16

OPRE: 2-27-75

74-500.2 (1 of 2)

CHANGES IN FULL-TIME AND PART-TIME HEADCOUNT ENROLLMENT FOR ACADEMIC YEARS 1970-71 THROUGH 1974-75

	Academic Year				
	1970-71	1971-72	1972-73	1973-74	1974-75
Full-time Headcount	5,211	3,816	3,740	3,929	2,914
Percent of change					
from 1970-71	--	-26.77	-28.23	-24.60	-44.08
1971-72	--	--	-1.99	+2.96	-23.64
1972-73	--	--	--	+5.05	-22.09
1973-74	--	--	--	--	-25.83
Part-time Headcount	12,433	16,424	17,290	17,776	19,259
Percent of change					
from 1970-71	--	+32.10	+39.07	+42.97	+54.90
1971-72	--	--	+5.27	+8.23	+17.26
1972-73	--	--	--	+2.81	+11.39
1973-74	--	--	--	--	+8.34
Total Enrollment	17,644	20,240	21,030	21,705	22,173
Percent of change					
from 1970-71	--	+14.71	+19.19	+23.01	+25.67
1971-72	--	--	+3.90	+7.24	+9.55
1972-73	--	--	--	+3.21	+5.44
1973-74	--	--	--	--	+2.16

Note: Full-time students are enrolled for 12 or more course credit hours; part-time students, for less than 12 hours.

OPRE: 2-27-75

74-500.2 (2 of 2)

CITY COLLEGES OF CHICAGO
THE LOOP COLLEGE

APPENDIX VI-C

DISTRIBUTIONS OF DAY/EVENING AND FULL-TIME/PART-TIME
HEADCOUNT ENROLLMENT, FALL 1970 THROUGH SPRING 1975

Fall Semester

	1970		1971		1972		1973		1974	
	HC	%	HC	%	HC	%	HC	%	HC	%
Full-time Day	2,315	56.26	1,764	30.55	1,306	25.46	1,778	32.55	1,033	18.48
Part-time Day	1,800	43.74	4,010	69.45	3,824	74.54	3,685	67.45	4,556	81.25
Total	4,115	100.00	5,774	100.00	5,130	100.00	5,463	100.00	5,589	100.00
Full-time Eve.	196	4.64	119	2.72	179	3.40	253	4.79	268	4.98
Part-time Eve.	4,026	95.36	4,249	97 28	5,093	96.60	5,024	95.21	5,114	95.02
Total	4,222	100.00	4,368	100.00	5,272	100.00	5,277	100.00	5,382	100.00
Total Day	4,115	49.36	5,774	56.93	5,130	49.32	5,463	50.87	5,589	50.94
Total Eve.	4,222	50.64	4,368	43.07	5,272	50.68	5,277	49.13	5,382	49.06
Semester Total	8,337	100.00	10,142	100.00	10,402	100.00	10,740	100.00	10,971	100.00

Spring Semester

	1971		1972		1973		1974		1975	
	HC	%	HC	%	HC	%	HC	%	HC	%
Full-time Day	2,516	45.44	1,749	33.11	1,981	36.28	1,576	30.19	1,274	21.84
Part-time Day	3,021	54.56	3,534	66.89	3,479	63.72	3,644	69.81	4,560	78.16
Total	5,537	100.00	5,283	100.00	5,460	100.00	5,220	100.00	5,834	100.00
Full-time Eve.	184	4.88	184	3.82	274	5.30	322	5.60	339	6.32
Part-time Eve.	3,586	95.12	4,631	96.18	4,894	94.70	5,423	94.40	5,029	93.68
Total	3,770	100.00	4,815	100.00	5,168	100.00	5,745	100.00	5,368	100.00
Total Day	5,537	59.49	5,283	52.32	5,460	51.37	5,220	47.61	1,613	14.40
Total Eve.	3,770	40.51	4,815	47.68	5,168	48.63	5,745	52.39	9,589	85.60
Semester Total	9,307	100.00	10,098	100.00	10,628	100.00	10,965	100.00	11,202	100.00

OPRE: 3-6-75

74-500.3 (1 of 2)

CITY COLLEGES OF CHICAGO
THE LOOP COLLEGE

APPENDIX VI-C
(Cont'd)

DISTRIBUTION OF DAY/EVENING AND FULL-TIME/PART-TIME HEADCOUNT ENROLLMENT
FALL 1970 THROUGH SPRING 1975

	Academic Year									
	1970-71		1971-72		1972-73		1973-74		1974-75	
	HC	%	HC	%	HC	%	HC	%	HC	%
Day										
Full-time	4,831	50.05	3,513	31.77	3,287	31.04	3,354	31.40	2,307	20.20
Part-time	4,821	49.95	7,544	68.23	7,303	68.96	7,329	68.60	9,116	79.80
Total	9,652	100.00	11,057	100.00	10,590	100.00	10,683	100.00	11,423	100.00
Eve.										
Full-time	380	4.75	303	3.30	453	4.34	575	5.22	607	5.65
Part-time	7,612	95.25	8,880	96.70	9,987	95.66	10,447	94.78	10,143	94.35
Total	7,992	100.00	9,183	100.00	10,440	100.00	11,022	100.00	10,750	100.00
Day-Eve. Totals	17,644	100.00	20,240	100.00	21,030	100.00	21,705	100.00	22,173	100.00

CITY COLLEGES OF CHICAGO
THE LOOP COLLEGE

APPENDIX VI-D

CHANGES IN DAY AND EVENING HEADCOUNT ENROLLMENT FALL 1970 THROUGH SPRING 1975

	Fall Semester				
	1970	1971	1972	1973	1974
Day Headcount	4,115	5,774	5,130	5,463	5,589
Percent of change					
from Fall 1970	--	+40.32	+24.67	+32.76	+35.82
Fall 1971	--	--	-11.16	-5.39	-3.21
Fall 1972	--	--	--	+6.49	+8.95
Fall 1973	--	--	--	--	+2.31
Evening Headcount	4,222	4,368	5,272	5,277	5,382
Percent of change					
from Fall 1970	--	+3.46	+24.87	+24.99	+27.48
Fall 1971	--	--	+20.70	+20.81	+23.21
Fall 1972	--	--	--	+.09	+2.09
Fall 1973	--	--	--	--	+1.99
Total Enrollment	8,337	10,142	10,402	10,740	10,971
Percent of change					
from Fall 1970	--	+21.65	+24.77	+28.82	+31.59
Fall 1971	--	--	+2.56	+5.90	+8.17
Fall 1972	--	--	--	+3.25	+5.47
Fall 1973	--	--	--	--	+2.15

	Spring Semester				
	1971	1972	1973	1974	1975
Day Headcount	5,537	5,283	5,460	5,220	5,834
Percent of change					
from Spring 1971	--	-4.59	-1.39	-5.73	+5.36
Spring 1972	--	--	+3.35	-1.19	+10.43
Spring 1973	--	--	--	-4.40	+6.85
Spring 1974	--	--	--	--	+11.76
Evening Headcount	3,770	4,815	5,168	5,745	5,368
Percent of change					
from Spring 1971	--	+27.72	+37.08	+52.39	+42.39
Spring 1972	--	--	+7.33	-19.31	+11.48
Spring 1973	--	--	--	+11.16	+3.87
Spring 1974	--	--	--	--	-6.56
Total Enrollment	9,307	10,098	10,628	10,965	11,202
Percent of change					
from Spring 1971	--	+8.50	+14.19	+17.81	+20.36
Spring 1972	--	--	+5.25	+8.59	+10.93
Spring 1973	--	--	--	+3.17	+5.40
Spring 1974	--	--	--	--	+2.16

OPRE: 3-5-75

74-500.4 (1 of 2)

CITY COLLEGES OF CHICAGO
THE LOOP COLLEGE

APPENDIX VI-D
(Cont'd)

CHANGES IN DAY AND EVENING HEADCOUNT ENROLLMENT
FALL 1970 THROUGH SPRING 1975

	Academic Year				
	1970-71	1971-72	1972-73	1973-74	1974-75
Day Headcount	9,652	11,057	10,590	10,683	11,423
Percent of change					
from 1970-71	--	+14.56	+9.72	+10.68	+18.35
1971-72	--	--	-4.22	-3.38	+3.31
1972-73	--	--	--	+.88	+7.87
1973-74	--	--	--	--	+6.93
Evening Headcount	7,992	9,183	10,440	11,022	10,750
Percent of change					
from 1970-71	--	+14.90	+30.63	+37.91	+34.51
1971-72	--	--	+13.69	+20.03	+17.06
1972-73	--	--	--	+5.57	+2.97
1973-74	--	--	--	--	+6.93
Total Enrollment	17,644	20,240	21,030	21,705	22,173
Percent of change					
from 1970-71	--	+14.71	+19.19	+23.01	+25.67
1971-72	--	--	+3.90	+7.24	+9.55
1972-73	--	--	--	+3.21	+5.43
1973-74	--	--	--	--	+2.15

OPRE: 3-7-75

74-500.4 (2 of 2)

CITY COLLEGES OF CHICAGO
THE LOOP COLLEGE

APPENDIX VI-E

RATIO OF HEADCOUNT TO EQUIVALENT FULL-TIME ENROLLMENT
1970-71 THROUGH 1974-75

	Academic Year				
	1970-71	1971-72	1972-73	1973-74	1974-75
Headcount (HC)					
Fall	8,337	10,142	10,402	10,740	10,971
Spring	9,307	10,098	10,628	10,965	11,202
Total HC	17,644	20,240	21,030	21,705	22,173
Equivalent Full-Time (EFT)					
Fall	4,438	4,479	4,329	4,723	4,144
Spring	4,782	4,482	4,852	4,670	4,410
Total EFT	9,220	8,961	9,181	9,393	8,554
HC/EFT Ratio					
Fall	1.879	2.264	2.403	2.274	2.647
Spring	1.946	2.253	2.190	2.348	2.540
Total	1.914	2.259	2.291	2.311	2.592

Note: Equivalent full-time enrollment is equal to the total number of course credit hours for which all students at the College are enrolled for the semester divided by a 15 hour base.

OPRE: 3-10-75

74.500.5

CITY COLLEGES OF CHICAGO
THE LOOP COLLEGE

APPPENDIX VI-F

DISTRIBUTION OF FULL-TIME AND PART-TIME ENROLLMENT FOR ALL
COMMUNITY COLLEGES IN THE STATE OF ILLINOIS
FALL 1972 THROUGH 1974

	Fall 1972		Fall 1973		Fall 1974	
	HC	%	HC	%	HC	%
Full-time	74,226	40.05	75,488	37.09	78,865	29.50
Part-time	111, 102	59.95	128,064	62.91	188.484	70.50
Total	185,328	100.00	203,552	100.00	267,349	100.00

Note: Full-time students are enrolled for 12 or more course credit hours; and part-time students for less than 12 hours.

Source: Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1974. Illinois Community College Board, January 1975 (D-400)

OPRE: 3/5/75

74.502.1

CITY COLLEGES OF CHICAGO
THE LOOP COLLEGE

APPENDIX VI-G

CHANGES IN FULL-TIME AND PART-TIME HEADCOUNT ENROLLMENT
FOR ALL THE COMMUNITY COLLEGES IN THE STATE OF ILLINOIS,
FALL 1972 THROUGH FALL 1974

	Fall Semester		
	1972	1973	1974
Full-time Headcount	74,226	75,488	78,865
Percent of change			
from Fall, 1972	--	+1.70	+6.25
Fall, 1973	--	--	+4.47
Part-time Headcount	111,102	128,064	188,484
Percent of change			
from Fall, 1972	--	+15.27	+69.65
Fall, 1973	--	--	+47.71
Total Enrollment	185,328	203,552	267,349
Percent of change			
from Fall, 1972	--	+9.83	+44.26
Fall, 1973	--	--	+31.34

Note: Full-time students are enrolled for 12 or more course credit hours; and part-time students for less than 12 hours.

Source: Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1974. Illinois Community College Board, January 1975 (D-400)

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 5 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

OPRE: 3/5/75

74-502.2